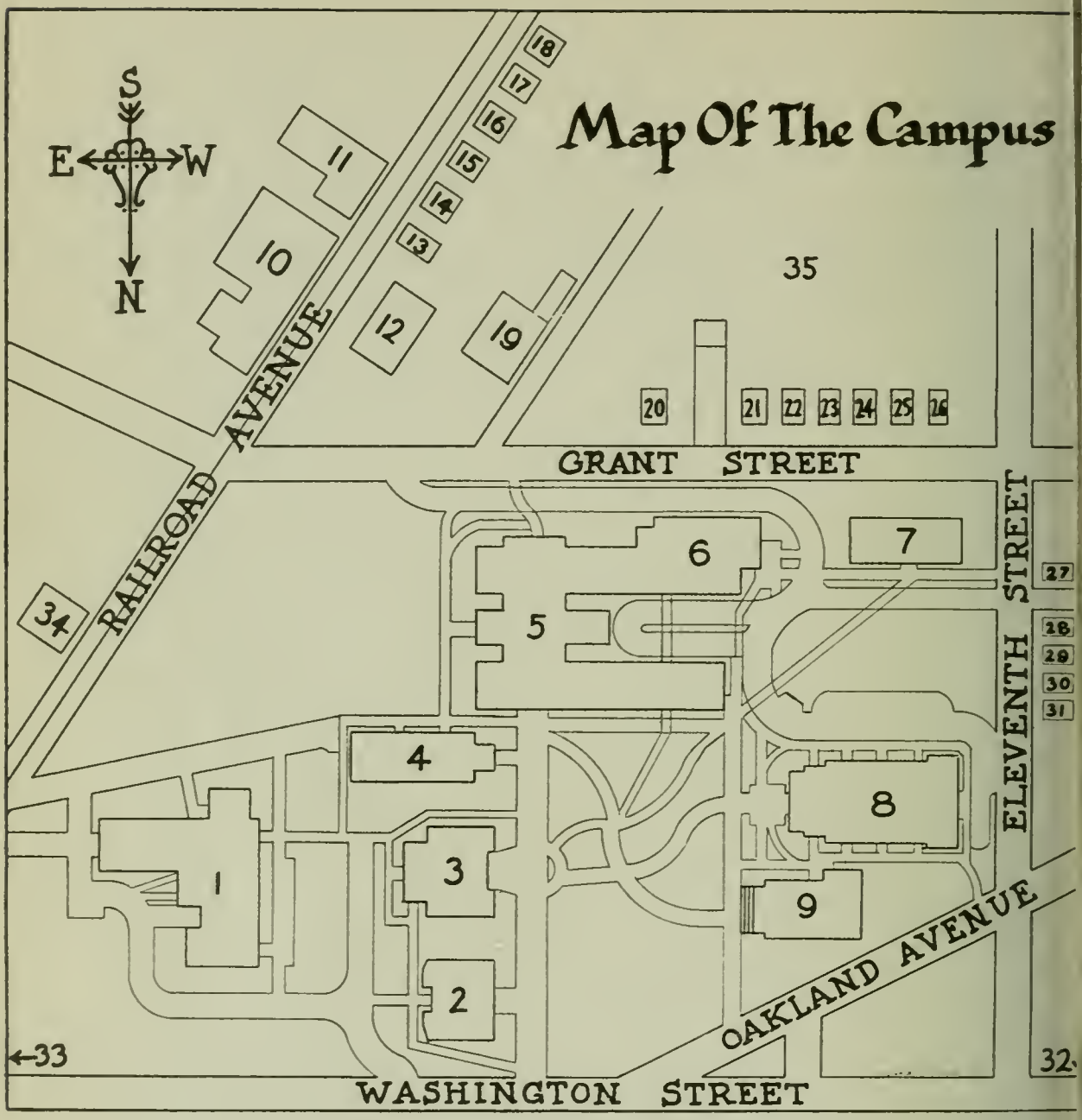
STATE TEACHERS COLLEGE
INDIANA
PENNSYLVANIA

TEACHERS COLLEGE BULLETIN
CATALOGUE NUMBER
1944 — 1945



Key to Buildings

1. Laboratory School
2. Wilson Hall, College Library
3. Leonard Hall
4. Arts Building
5. John Sutton Hall
6. Thomas Sutton Hall
7. Clark Hall
8. Auditorium
9. Gymnasium
10. Power House
11. Shop Building
12. Greenhouse
13. to 18. Boys' Cottages
19. Garages
20. Cottage and Team House
21. Hood Cottage
22. Jamison Cottage
23. Activities Cottage
24. Vinton Cottage
25. Kunkle Cottage
26. Brant Cottage
27. Whitmyre Cottage
28. Home Management House
29. Home Management House
30. Hosac Cottage
31. Lewis Cottage
32. Phi Alpha Zeta Fraternity
33. Sigma Tau Gamma Fraternity
34. Phi Sigma Pi Fraternity
35. Athletic Field

TEACHERS COLLEGE BULLETIN

VOLUME 50 FEBRUARY, 1944 NUMBER 1

STATE TEACHERS COLLEGE

INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1944 - 1945

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana Pennsylvania, under Act of Congress. August 24, 1912.

I WANT TO BE A TEACHER

MONNA KOBASA

Business Education Freshman

Instead of joining the WACS or the WAVES, I have chosen to serve my country in the capacity of a public-school teacher. Now, as never before, America needs capable teachers; tomorrow, as never again, America will cry for educational leaders to guide and inspire her young future citizens.

Today, in a war-torn world gone mad with greed, selfishness and hatred, the teacher occupies a strategic and enviable position. Today it is she, more than any other single individual, who is responsible for molding the kind of citizens we need to preserve and extend the American way of life. The young American's understanding of that way of life is gained chiefly from his school, which fosters respect for the individual and teaches tolerance, fairness, courage, and independence. Furthermore, it is the teacher, by her patient answering of the myriad new questions which a confused world is bringing into the classroom daily, who does most to give modern children and youth stability during these unstable days.

Not only are teachers needed in the war-world of today, but especially will they be needed in the postwar-world of tomorrow. When the dark clouds of killings and bombings have cleared away and the sun begins to peep through again, this nation, like all other nations, will face the many difficult problems of reconstruction that necessarily follow a war. Tomorrow education must be the torch that lights the way for that reconstruction—that leads the world to security and peace—and the teacher must be the torchbearer. Because I believe in democracy and because I believe that only through education can this ideal and the greater ideal of universal peace ever be achieved, I am doubly determined to become a teacher.

There are disadvantages to teaching, I hear people say. Of course there are. Every occupation has them. They are a part of living. But if one actually enjoys his work, the disadvantages become relatively unimportant. And what work could be more enjoyable than that of helping young people to live fuller, happier, more worth-while lives? Teaching should not be—and for most teachers is not—simply a plodding means of earning a living. It is, rather, a calling of the noblest order. The best decision of my life was made, I am sure, when I made up my mind to enlist in that great army of teachers who today are rendering such a valiant service not only to their country but to the whole world.

COLLEGE CALENDAR

1944 - 1945

The Pre-Session

Session Begins ---------- Monday, June 5
Session Ends ---------- Friday, June 23

The Six Weeks Session

Registration ---------- Monday, June 26
Classes Begin ---------- Tuesday, June 27
Session Ends ---------- Saturday, August 5

The Post Session

Session Begins ---------- Monday, August 7
Session Ends ---------- Friday, August 25

FIRST SEMESTER 1944-1945

Registration ---------- Monday, September 11
Classes Begin ---------- Tuesday, September 12
Thanksgiving Recess Begins at Noon ---------- Wednesday, November 22
Thanksgiving Recess Ends at Noon ---------- Monday, November 27
Christmas Recess Begins at Noon ---------- Saturday, December 16
Christmas Recess Ends at Noon ---------- Tuesday, January 2
First Semester Ends ---------- Monday, January 22

SECOND SEMESTER 1944-1945

Registration ---------- Wednesday, January 24
Classes Begin ---------- Thursday, January 25
Easter Recess Begins at Noon ---------- Saturday, March 24
Easter Recess Ends at Noon ---------- Wednesday, April 4
Alumni Day ---------- Saturday, May 26
Baccalaureate Services ---------- Sunday, May 27
Commencement ---------- Monday, May 28

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B.S., State Teachers College, Indiana, Pennsylvania; M.A., New York University

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A.B., Peru State Teachers College; A.M., University of Chicago

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B.S., Valparaiso University; A.M., Univeristy of Chicago

CLINTON M. FILE — *Business Education*
B.S., James Millikin University; A.M., University of Chicago; Ed.D., New York University

* On leave to the Armed Forces.
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ALMA MUNSON GASSLANDER *Art Education*
Ph.B., Hamline University; A.M., Columbia University

MARIE CORBETT GRAHAM *Laboratory School*
A.B., Michigan State Normal College; A.M., University of Pittsburgh

AMY GRAY *Laboratory School*
B.S., Columbia University; Ed.M., University of Pittsburgh

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B.S., M.S., University of Pennsylvania

HELEN DORCAS HALL *Social Studies. Assistant Dean of Women*
B.A., Allegheny College; M.A., Columbia University; Ph.D., University of Pittsburgh

MALINDA HAMBLEN *Health and Physical Education*
A.B., Cornell University; A.M., New York University

MARY HART *Laboratory School*
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MARGARET HARTSOCK *Co-operative Supervising Teacher*
B.S., State Teachers College, Warrensburg, Missouri; A.M., Columbia University

LEOLA T. HAYES *Home Economics*
B.S., M.S. in Ed., Temple University

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A.B., Ursinus College; A.M., Ph.D., Columbia University

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B.S., Ohio University; A.M., Columbia University

G. G. HILL *Director of Business Education Department*
A.B., Western Maryland College; M.C.Ed., Susquehanna University; A.M., University of Pittsburgh

* RICHARD C. HITCHCOCK *Physics*
B.S., M.A., Wesleyan University, Middletown, Connecticut; Ed.D., New York University

THOMAS J. HUGHES *Music Education*
B. S., New York University

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* On Leave to the Armed Forces.
** On Leave.

MERRILL B. IAMS — *Biology*
B.S., Allegheny College; A.M., Columbia University

C. M. JOHNSON — *Social Studies*
A.B., Muskingum College; A. M., University of Chicago

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A.B., Hood College; A.M., Columbia University

ORVAL KIPP — *Director of Art Department*
A.B., Carnegie Institute of Technology; A.M., Columbia University

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A.B., Western State Teachers College, Kalamazoo, Michigan; A.M., Columbia University

IRENE LOY KOUGH — *Laboratory School*
B.S., New York University; A.M., Columbia University

LUCILLE J. LITTLEFIELD — *Acting Librarian*
B.S., Simmons College; M.S., School of Library Service, Columbia University

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B.S., University of Pittsburgh; A.M., New York University

MAUDE MCDEVITT — *Nurse*
Kane Summit Hospital

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B.S., A.M., University of Pittsburgh; C.P.A. (Pennsylvania)

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A.B., Iowa State Teachers College; A.M., University of Iowa

JOY MAHACHEK — *Mathematics, Director of Secondary Education Division*
A.B., Iowa State Teachers College; A.M., Columbia University

HELEN C. MERRIMAN — *Home Economics*
B.S., Purdue University; A.M., Columbia University

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GEORGE P. MILLER — *Health and Physical Education*
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**M. LINCOLN MILLER — *Physics, Laboratory School*
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B.S., A.M., Columbia University

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MARY I. RANKIN — *Co-operative Supervising Teacher*
B.S., A.M., University of Pittsburgh; A.M., Columbia University

PEARL R. REED — *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania

LAURA M. REMSBERG — *Music Education*
Teacher Certificate in Voice, Peabody Conservatory of Music, Baltimore, Maryland

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* On Leave to the Armed Forces
** On Leave

RALPH WILLIAM REYNOLDS — *Art Education*
A.B., Beloit College; A.M., University of Iowa

FLORENCE RIDENOUR — *Assistant Librarian*
A.B., Ohio Northern University; B.S. in L.S., Carnegie Institute of Technology; A.M., Columbia University

**PAUL A. RISHEBERGER — *Education*
A.B., Washington and Jefferson College; A.M., University of Pittsburgh

HELEN ROSE — *Home Economics*
A.B., A.M., University of Kansas

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A.B., Cotner College; A.M., University of Nebraska

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B.S., Ohio University; A.M., Columbia University

A. PAULINE SANDERS — *Director of Home Economics Department*
B.S., Pennsylvania State College; A.M., Columbia University; Ph.D., Pennsylvania State College

*LEROY H. SCHNELL — *Mathematics*
A.B., Albion College; A. M., University of Michigan

VERA SIMPSON — *Laboratory School*
Ph.B., University of Chicago; A.M., New York University

ESTHER M. SKOG — *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., New York University

DAVID PAUL SMAY — *Art Education*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., Columbia University

THOMAS SMYTH — *Biology*
B.S., Virginia Polytechnic Institute; A.M., Ph.D., Cornell University

DWIGHT SOLLBERGER — *Biology*
B.S., State Teachers College, Slippery Rock, Pennsylvania; Ph.D., Cornell University

RHODES R. STABLEY — *English*
A.B., Lebanon Valley College; A.M., Columbia University; Ph.D., University of Pennsylvania

MARY ALICE ST. CLAIR — *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

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* On Leave to the Armed Forces
** On Leave

LAWRENCE STITT — *Music Education*
B.S., A.M., New York University

MARGARET I. STITT — *Speech*
A.B., Muskingum College; A.M., Columbia University

**HAROLD W. THOMAS — *Business Education*
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RUTH I. THOMAS — *Co-operative Supervising Teacher*
B.S., University of Wisconsin; A.M., Columbia University

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MARION WILLS — *Home Economics*
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B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

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Elsie Garlow----------Blairsville
Marcella Gibson----------Latrobe
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Helen Hinchman-------Johnstown
Marguerite Hinchman --Johnstown
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Dorothy Hindman-----Penn Twp.
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Virginia Thompson-----Blairsville
Emily Vosburgh----------Latrobe
George West-------Punxsutawney

* On Leave to the Armed Forces
** On Leave.

THE COLLEGE

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools.

A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools.

A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music.

HISTORY

A State Normal School was authorized by act of the General Assembly of 1871. Indiana was favored as the site for this institution and the first building was opened for students May 17, 1875. The original building was named John Sutton Hall, in honor of the first president of the Board of Trustees. A continuous expansion of the physical plant and surroundings has brought a fine campus into existence with all the equipment necessary to carry on a complete college program.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania. A Board of Trustees appointed by the Governor of the Commonwealth is the official agency of control.

ACCREDITING AGENCIES

The establishment and maintenance of educational standards have long been fostered by regional and national accrediting associations whose job it is to study and rank all institutions desiring recognition. Any school or college, therefore, which has the approval of one of these accrediting agencies may be assumed to have met certain standards prescribed by the agency and hence to be educationally acceptable within the limits of those standards. The two acknowledged accrediting agencies

for institutions in this region are the Middle States Association of Colleges and Secondary Schools and the American Association of Teachers Colleges. The State Teachers College at Indiana is an approved and fully accredited member of both of these organizations.

The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position in any of the secondary schools.

LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads.

The Edwards Lakes to Sea, the Blue Ridge, and the Horrell Shortway lines operate buses on frequent schedule to Pittsburgh. Shortway buses also operate between Indiana, Saltsburg, Cherry Tree, and Barnesboro, with passenger service available to all towns along the route. In addition, the Blue Ridge line makes connections east from Blairsville and Johnstown via the Greyhound lines. The Edwards Lakes to Sea line goes north through DuBois, Ridgeway, and other points to Buffalo with some connections on the Greyhound lines. The Harmony line makes connections with Johnstown, Butler, and New Castle. Local bus lines operate between Indiana and Creekside.

Indiana is served by bus connections with the main line of the Pennsylvania Railroad at Torrance and Johnstown. Baggage service only, however, is available in Indiana. The Baltimore & Ohio Railroad makes connections between Indiana and Punxsutawney.

Tickets may be purchased at the College Book Store for the Shortway line and their buses stop at the College.

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than 500 women students, it contains the administrative offices, post

office, co-operative store, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains an excellent laundry and ironing room, a shampoo room, and the Mademoiselle room for the use of women students. The rooms located on this floor in the North Wing have all been remodeled. Here the day students have a library reading room, community rooms and lounges.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall Library was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees. It was completely rebuilt in 1941 and provides ample facilities for the reading and study necessary to the various curricula of the College, as well as an opportunity for students to read widely as their growing interests develop.

The working space of the library is centered on the first floor; the second floor is given over to reading rooms in which the most used books are shelved; on the ground floor are the steel stacks where the remainder of the books are kept.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms, and a cafeteria conducted by the Home Economics Department.

The Gymnasium Building was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior-high-school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Cottages owned by the College and bordering the campus are occupied principally as dormitories by men and women students. Two of them are used by the Home Economics Department as home management houses. Another, known as the "Activities Cottage," is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

A Field House on the athletic field provides accommodations for visiting teams.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
*Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking seven or fewer semester hours—whether in regular, Saturday campus, or extension classes—pay at the rate of $6.00 per semester hour. Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is $6.00 per semester hour. A minimum contingent fee of $18.00 is charged.

Contingent Fee for Three-Weeks Pre- and Post-Sessions. The contingent fee for the Pre- and Post-Sessions is $6.00 per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

	Summer Session	Pre-Session	Post-Session
Art	$ 6.00	$3.00	$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

* This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Special Fees for Music Students" on page 19.

HOUSING FEE

The housing fee for students is $72.00 per one-half semester, $48.00 for the Summer Session, and $24.00 for the pre- and post-sessions. This includes room, meals, and limited laundry. For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for a Summer Session.

STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $10.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is $2.50, and for the Pre- or Post-Summer Sessions, $1.25. No activity fee is charged for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $192.00 per year. Out-of-state students enrolled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for rental of piano, band, or orchestral instruments for one period per day for practice is $6.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students who are admitted to the infirmary board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records. This fee shall be waived in case of requests for transcripts to be used in connection with induction, enlistment, or advancement in the armed services.

Delinquent Accounts. No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at last three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made through the Department of Revenue, on application by the student through the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees.....June 5
Payment in full of all regular Summer Session fees.....June 26
Payment in full of all Post-Session fees.....August 7
Payment for the first half of first semester.....September 11-13
Payment for the second half of first semester.....November 13-16
Payment for first half of second semester.....January 24-26
Payment for second half of second semester .....March 25-30

Payment for the entire semester may be made in September and January if desired.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and to the Business Office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

REQUIREMENTS

ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

General Scholarship
Character and Personality
Health and Physical Vigor
English Fundamentals and Psychological Tests
A Personal Interview

Candidates for admission must be citizens of the United States and must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.

2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:

   a. They are recommended by their high-school principal as being able to do creditable college work;

   b. Appraisal of the detailed high-school record indicates to admission authorities of the College that the candidate can do satisfactory college work;

   c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the College.* Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

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* Students who are required to take this examination will be notified by the Registrar upon receipt of their high-school transcripts. Entrance tests will be held at the College at 10:30 A. M., Friday, August 4.
Students from a distance and students whose high-school transcripts have not been received to date will take the test Monday, September 11, at either 10:00 A. M. or 2:00 P. M.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high-school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.

2. Applicants may be rejected for the following reasons:
   a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid.
   b. Defective vision of marked degree.
   c. Permanently impaired hearing.
   d. Marked speech defects.
   e. Unsightly deformities.
   f. Marked obesity.

3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests, is expected. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:
   a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.

   b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

2. The interview will be conducted at the College. Information regarding the dates for interviews will be sent by the Registrar with all applications. Specific information regarding interviews may be secured at any time by writing to the Registrar.

ADVANCED STANDING

The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

A student transferring from another college will be required to meet the same requirements as any other applicant. No student may obtain a certificate or degree without a minimum residence of one year in this College.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation, a student must have secured as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this college.

Junior Standing. Formal admission to junior standing is a requisite for continuing the program in teacher education. This marks the time when the professional work is intensified. Second year students are requested to make application for admission to junior standing and to meet the following qualifications:

A. The scholastic record must be "C" average or better for the first two years' work.

B. A "C" average must be attained in English courses or a satisfactory score made on the Sophomore English Test.

C. Adequate background as measured by the Sophomore Tests in English, General Culture and Contemporary Affairs must be shown.

D. A personality that is satisfactory for a teacher must be in evidence.

E. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.

F. The voice must be pleasing and free from objectionable qualities.

G. A well balanced record of extra-curricular activities must have been developed.

Credentials will be examined by the Committee on Admissions to Junior Standing and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching until each of the following requirements is satisfied:

1. The number of quality points must equal or exceed the number of hours earned at Indiana. Students who have transferred from other colleges must have completed at least the equivalent of one semester at Indiana.

2. Candidates for the degree must have two semesters of work with a "C" average and no failures in these semesters.

3. All required courses in English up to the teaching semester must be completed. The applicant must have a "C" average in all these courses (not including Fundamentals of Speech) or he must have passed with a satisfactory rating a standard test in English form and usage, given by the College.

4. A "C" average in all courses that are to be used for certification in any particular field will be required.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election.

Graduates of the special curricula—art, business education, home economics, and music education—receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special fields. These graduates are frequently certified to teach at least one other field in the junior and senior high school.

Graduates of the elementary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate.

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school

the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of approved work.

A student in the secondary curriculum must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Fundamentals of Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music education, Indiana provides all courses necessary for certification in the secondary fields of aeronautics. English, French, geography, mathematics, science, social studies, Spanish, and speech.

TWO-YEAR AND THREE-YEAR GRADUATES SEEKING A DEGREE

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree in the elementary or secondary field provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years credit, but those who transfer to the secondary field will lose some credit, usually from four to six hours.

Graduates of any two-year curriculum can secure not more than two full years credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above "D" or the equivalent. Not to exceed 25 per cent of the number of semester hours of credit needed for a four-year curriculum may be taken in extension classes. Saturday campus classes are credited as residence work and not as extension. Correspondence courses are not accepted.

Graduation in Three Years. The College will maintain its scholastic standing during the emergency, but it has made arrangements to allow students to complete their work in three calendar years by attending the 12-weeks summer sessions for three years. For further particulars con-

cerning the summer sessions prospective students should write for a copy of the summer bulletin.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificate. The State Standard Limited Certificate, heretofore given to those who completed three years of work on an elementary-degree curriculum, has been discontinued for all who entered after February 1, 1939. Any student who entered Indiana before that date may secure details concerning this certificate and its renewal from the Dean of Instruction.

Students will note particularly that work for the renewal of the State Standard Limited Certificate must be approved toward a degree in the elementary field. This renewal work should be taken in the college from which the student expects to secure his degree. If taken at another college, approval of the courses must be secured in advance from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the State. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certified.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of 18 semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

GENERAL INFORMATION

NEW STUDENTS

Preliminary. The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with his room reservation deposit of $10.00. This deposit is required in advance for the reservation of a room and is credited on the following semester's contingent fee.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 21.

Freshmen Dormitory and Room Assignments. The fourth floor of John Sutton Hall has been designated Freshman Dormitory. Rooms and roommates are assigned in order of application and payment of room deposit, unless students make a special request. A very few rooms have running water, for which an extra charge of $.50 per week is made and those who request such rooms are considered as long as spaces are available.

Students are urged not to plan draperies and furnishings until after arrival so that both roommates may have a part in the planning.

Since the time between terms is very short for getting rooms in readiness for students, residence halls are not open until Registration Day. Students will not be admitted before that time without extra charge unless permission for early arrival has been granted by office of Dean of Women.

Rooms are not held for students beyond the first day of the semester unless arrangements have previously been made.

Freshmen Counselors. In order to better orientate freshmen women, faculty live on the halls as counselors. They supervise the daily routine, acquaint freshmen with regulations, customs and traditions, and advise them in handling problems which arise. This plan of living in close contact with faculty brings about better adjustments to the problems of college life.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains, soap, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College Book Store at a saving to students. The required costume for men costs about $3.00. The cost for women is a little higher.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the college truck will deliver it to the rooming place.

Registration Day. All freshmen and other new students will report for registration, classification, and other activities, Monday, September 11. All other students will register after noon on Wednesday, September 13. On arriving at the College, students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

Library Hours. Monday through Friday. 7:45 A. M. to 5:00 P. M.; 7:00 P. M. to 9:00 P. M. Saturday: 7:45 A. M. to 5:00 P. M. Sunday: 2:30 P. M. to 5:00 P. M.

BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the College. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 35 cents; lunch, 45 cents; dinner, 60 cents.

Fire and Air Raid Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted, but must be installed by the college electrician. Extension cords and double sockets are not allowed.

In case of air raid alarms and blackouts the college defense council has worked out a definite plan for the protection of students. Drills are held periodically so as to keep students acquainted with the college organization.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the col-

lege laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Room Assignments. Up to May 1, those students who have paid the room reservation deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are reassigned to them, unless for some reason it is felt wise or necessary to withdraw students from said room. At a meeting as soon after May 1 as possible, the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in college are assigned to rooms for the following year. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled, and they take their place on the list of entering students.

Infirmary. In a wing of John Sutton Hall is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. No medical service is provided, but physicians are easily available for students requiring medical attention. Thirteen beds are available in two wards, and there are two private rooms where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for hospitalization, for which a fee of $2.00 per day from the first day is charged. The protection of student health both by caring for illnesses early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the infirmary and in the Laboratory School.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration co-operate to maintain high standards of social life and conduct. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrolment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall and cottage make up the League Council,

which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under college jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, if spent outside of Indiana, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. A permit from parents to ride in automobiles must be filed in the office of the Dean of Women. This applies to all women students. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students should be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

Any student entertaining a visitor in college buildings over night should register the visitor with the Dean of Women, have her approval, and notify the hall teacher that a guest is present. This privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest. All meals are paid for at current transient rates.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A. M. and 2:00 to 5:30 P. M. At all other times, guests are received in reception rooms on the first floor. Buildings are closed to guests at 10:00 P. M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families who are not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

SCHOLARSHIPS, LOANS, AND SELF-HELP

State Scholarships. Holders of State Scholarships may attend state teachers colleges and use the scholarship award toward meeting their expenses.

Clarke Scholarship. The Lieutenant Alpheus Bell Clarke Memorial Scholarship was established by Mr. and Mrs. Steele Clarke, Cherry Tree, Indiana County, in memory of their son. The sum of one hundred dollars will be awarded annually to that young man, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and financial need with preference going to service men or sons of service men.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, Camp Lee, Virginia, in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership, and American citizenship.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of the faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The fund now totals about $16,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation

that not more than $100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed $200.00.

Men's Varsity "I" Club. This group, composed of all boys who have won a varsity "I", has built up a loan fund of several hundred dollars for those members who need financial assistance temporarily. The Club's major activities are publishing the football programs, holding two social functions each year, and staging the annual Varsity Show.

Student Employment Bureau. Through this office, deserving students may secure part-time work which enables them to earn money which will help them to carry on their education at Indiana. Also a few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester teachers report to the advisers the students who are doing poor work in their classes.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student. Reports of students' grades are not sent to parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts regarding their grades. If they have not reached this stage of maturity and integrity, they would seem to lack qualities highly desirable in prospective teachers.

COMMENCEMENT EXERCISES

One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

ALUMNI

Number. Since its founding, Indiana has graduated approximately 13,000 students from its various curricula. Approximately 3,000 degrees have been granted since the school became a college in 1927. The support of these alumni has been an important factor in the consistent growth of the College.

Alumni Association. Indiana has a strong Alumni Association. Organized units are active in all sections of Pennsylvania. There are also units in New York, Michigan, Ohio, and New Jersey. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the school through membership in an active local unit.

Of interest to all alumni is the publication of the Alumni Directory in August, 1940, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting various kinds of data relative to alumni groups. An Alumni Office is prepared to give information relative to the various activities of the alumni.

PLACEMENT SERVICE

The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and co-operation, the College sponsors a variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. The Student Council co-operates with the administration in the consideration of school problems which pertain to scholarship, school life, community relationships, and professional development. During the 1941-42 school year the Student Council was formed in accordance with recommendations made by a group known as the Student Participation Committee. This committee, comprising both students and faculty, is a continuing body for the study of problems connected with student participation in school government, which recommends to the Student Council changes to be inaugurated. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Co-operative Association. The student activity fee paid by each student is used to finance the Student Co-operative Association. The activities of this organization include the sponsoring of musical presentations, lectures, entertainments, and intra-mural and inter-collegiate athletics. During the past year the program included the opera "Faust"; Iva Kitchell, dancer; Father Hubbard and his Alaskan pictures; Conrad Thibault, baritone; the Farbman orchestra and other numbers. Each student receives a copy of the college annual, "The Oak", and the college newspaper, "The Indiana Penn". The College Book Store, under the management of this association, sells supplies to students and furnishes them books at a discount. Under the sponsorship of the Student Co-operative Association all-college dances and parties are held each Saturday evening. These dances entail no expense to the student. In addition to these Saturday events, students may dance for an hour after dinner on Mondays and Wednesdays. At each of these dances students and faculty act as hosts and hostesses.

The finances of the Student Co-operative Association are administered by the Finance Committee composed of both students and faculty.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all the men students, co-operates with the administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. In an effort to promote observance of Sunday, an evening vesper service is held, in which students are invited to participate. They are urged to attend the churches of their choice on Sunday and to be present at the weekly convocation at which a part of the time is given over to non-sectarian devotional activities. Four Sunday evenings each year the College and the churches of the community combine in bringing to Indiana outstanding ministers.

Through the Y.W.C.A. and the Y.M.C.A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. As far as war conditions will permit, exchange programs with other colleges, attendance at regional conferences and the Kanesatake summer convocations, and membership in the World Student Christian Movement provide opportunities for studying state, national, and world religious problems. In addition to these activities, many groups of students affiliate with the various churches in the community, thereby participating in the religious and social life of others of their own belief. Another opportunity for religious participation is given in a special non-sectarian Spiritual Life Program which extends over several days. Speakers and councilors from different denominations speak at convocations during this week and aid students in individual and group conferences.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department. The College Annual, "The Oak,'" is under the direction of this department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. In the spring of each year a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students in Retail Selling practice in arranging displays.

The Departments of Elementary and Secondary Education have clubs to stimulate interest in their fields and unite students with common interests.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading, and the Indiana Penn, a weekly newspaper.

The Geography Department sponsors the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field; and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year. In 1941 the Travel Club visited the Blue-Grass Region in Kentucky.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the college who are interested in music. These groups are the Music Club, Junior Choir, College Choir, Concert Band, Marching Band, Men's Glee Club, College Symphony Orchestra, and Women's Chorus.

The Physical Education Department during the last several years has enlarged its sports club program. At present, those students especially interested in a particular sport may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club, and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program, and to foster recreation and good fellowship; and the Women's Varsity "I" Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

The Science Department sponsors the Biology Club which attempts to stimulate professional interest among the students through association with each other in special problems, and to afford students an opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; the Out-of-Doors Club teaches students to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum, open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. All of these honorary fraternities are subject to the control of the Honorary Fraternity Council.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Apha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Six national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, and Delta Sigma Epsilon. Only students who have completed sixteen semester hours of work with a "C" average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. High-school graduates who have not previously attended college will be given special attention for the summer of 1944. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.
2. Graduates of two- or three-year curricula who are working toward degrees in their fields.
3. Graduates holding degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.
4. Students in regular attendance who wish to hasten the date of graduation or who wish to make up failures or incompletes received the previous year.
5. High-school graduates who wish to complete the college course by May, 1947.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. A Pre-Session of three weeks will open on Monday, June 5 and close on Friday, June 23. The regular Summer Session for 1944 will open on Monday, June 26 and close on Saturday, August 5. A Post-Session of three weeks will open on Monday, August 7, and close on Friday, August 25. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours credit in both the Pre-Session and the Post-Session.

Send for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday campus and extension classes are offered for those who are now teaching and wish to continue their education during the regular school year. The contingent fee is $6.00 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing fulltime teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Such courses may be offered at convenient centers when a sufficient number of students agree to take the same one or more courses. Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for a certain course at any given place, a communication should be sent to the Dean of Instruction.

DIVISION OF ELEMENTARY EDUCATION

RALPH B. BEARD, *Director of Division*

The elementary education curriculum prepares students to teach in kindergarten-primary, intermediate, and rural schools. Persons with degrees in other fields may receive limited certification in elementary education upon the completion of six or more hours work in this field, for the present, and permanent certification upon the completion of 30 hours work.

Opportunities in Elementary Education. There is an urgent demand for competent teachers for the elementary schools. Students should prepare now to help boys and girls for the tasks ahead. A prime requisite for such a teacher is a love for children. The opportunity to serve your country through teaching was never so great. The field of elementary education offers many excellent opportunities to capable high-school graduates. The legislature has raised the minimum salaries of elementary teachers and the tenure law leads to permanent employment.

The new Laboratory School offers to elementary students excellent opportunities for observation, demonstration, and student teaching in the kindergarten and elementary grades. Placement opportunities have been unusually good for students with degrees for a number of years and at present the demand exceeds the number of teachers available.

At present many capable students are planning to accelerate their programs by attending the summer sessions and thus to graduate in less than four years.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 18-21.)

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health and Physical Education II	3	1
Appreciation of Art	3	2
	20	16

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II	3	3
Educational Psychology	3	3
Principles of Sociology or Principles of Economics	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Health and Physical Education V	3	1
Electives	3	3
	23	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
History of Pennsylvania	2	2
Teaching of English	4	3
*Music II	3	2
*Art II	3	2
Health and Physical Education VI	3	1
U. S. History since 1865	3	3
Electives	2	2
	20	15

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story-Telling	3	3
Evolution of the American Public School	2	2
Ethics	3	3
American Government	3	3
	19	17

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

* Students enroled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit; otherwise they will be required to take a preliminary course in the subject without credit.

SPECIALIZATION AND ELECTIVES

Students who complete the basic elementary four-year curriculum, including 12 semester hours of electives, offered at the college at which the degree is to be conferred, will receive elementary certification.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (not offered at Indiana) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

	Clock Hours	Semester Hours
a. Early Childhood Education		
Early Childhood Education	3	3
*Student teaching grades below fourth	18	12
Curriculum Materials: Selection and Adaptation for Early Childhood Grades	4	3
Total	25	18

	Clock Hours	Semester Hours
b. Intermediate Education		
Teaching of American History and Government	3	3
*Student Teaching in intermediate grades	18	12
Curriculum Materials: Selection and Adaptation for Early Childhood Grades	4	3
Total	25	18

Elementary students interested in specialization in speech should refer to page 51 for more complete information.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

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*Three semester hours of the 12 required may be observation and participation in other age levels of the elementary field.

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DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, *Director of Division*

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of Bachelor of Science in Education. It is planned to give the prospective teacher as broad a background as possible and at the same time to give him intensive training as follows: aeronautics education, English, geography, French, mathematics, science, social studies, Spanish, and speech. Courses in these fields are fitted into the program as "Electives."

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students to serve their nation best both in peace and war. The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 18-21)

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health and Physical Education II	3	1
History of Civilization	4	4
Appreciation of Art	3	2
	20	16

THIRD SEMESTER

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

Literature II	3	3
Principles of Sociology or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

American Government	3	3
School Law	1	1
Educational Measurements	2	2
Health and Physical Education V	3	1
Electives	10	10
	19	17

SIXTH SEMESTER

Health and Physical Education VI	3	1
Problems of Secondary Education	2	2
U. S. History before 1865	3	3
Electives	10	10
	18	16

SEVENTH SEMESTER

Evolution of the American Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	17	16

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD ARE INDICATED BELOW:

AERONAUTICS EDUCATION

	Clock Hours	Semester Hours
Recommended:		
Aviation Mathematics	3	3
Aircraft Communications and Regulations	3	3
General Service and Structure of Aircraft, Including Gliders and Model Airplanes	3	3
Aerial Navigation	3	3
Meteorology	3	3
Aerodynamics and Theory of Flight	3	3
		18
Electives:		
Aircraft Engines—Types, Operation and Servicing	6	3
History and Identification of Aircraft	3	3
Climatology	3	3
Commercial Air Transportation	3	3
Flight Experience (evidenced by private pilot's license or equivalent)	3	3
		15

BIOLOGY

Recommended:	12 sem. hrs.	
Botany I and II	10	6
Zoology I and II	10	6

Chemistry I and II are required instead of Physical Science I and II.

Electives:	12 sem. hrs.	
Anatomy (comparative)	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3
Conservation of Plant and Animal Resources	5	3

CHEMISTRY

Recommended:	18 sem. hrs.	
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry	6	4

Physics I and II are required instead of Physical Science I and II.

Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	6 sem. hrs.	
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition	5	3
Photography	5	3
Colloidal Chemistry	4	3

ENGLISH

Required:	12 sem. hrs.	
English I	4	3
English II	3	3
Literature I	3	3
Literature II	3	3

Recommended:	6 sem. hrs.	
English Philology	3	3
Advanced Composition	3	3

Electives:	6 sem. hrs.	
Shakespeare	3	3
World Literature	3	3
Modern Novel	3	3
Romantic Period	3	3
Victorian Prose and Poetry	3	3
Essay	3	3
Short Story	3	3
Eighteenth Century Literature	3	3
Pre-Shakespearian Literature	2	2
Contemporary Poetry	2	2
Modern Drama	2	2
Journalism	2	2

FRENCH

Recommended:		18 sem.hrs.
French I: Beginning French	3	3
French II: Beginning French	3	3
French III: Elementary College French	3	3
French IV: Elementary College French	3	3
French V: Nineteenth Century	3	3
French VI: Nineteenth Century	3	3

GENERAL SCIENCE

Recommended: 30 sem. hrs.

Chemistry (one course)
Physics (one course)
Botany (one course)
Zoology (one course)
Earth Science (one course)
Mathematics (one course)

Other courses from these fields to make a total of 30 semester hours.

GEOGRAPHY

Required:		6 sem. hrs.
Principles of Geography	3	3
Economic Geography	3	3

Recommended:		12 sem. hrs.
Geography of the United States and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Electives:		6 sem. hrs.
Climatology and Meteorology	3	3
Physiography	3	3
Conservation of Natural Resources	3	3
Field Course	3	3
Commercial and Industrial Geography	3	3
Trade and Transportation	3	3
Cartography	3	3

MATHEMATICS

Recommended:		18 sem. hrs.
Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Electives:		6 sem. hrs.
Applied Mathematics	3	3
Algebra II	3	3
History of Mathematics	3	3
Tchg. of Jr.-Sr. High School Mathematics	3	3
Synthetic Geometry	3	3

PHYSICS

Recommended:		15 sem. hrs.
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

Chemistry I and II are required instead of Physical Science I and II.

Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:		9 sem. hrs.
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

SOCIAL STUDIES

Required:		13 sem. hrs.
History of Civilization	4	4
Principles of Sociology	3	3
Principles of Economics	3	3
American Government	3	3

Recommended:		9 sem. hrs.
History of U. S. I. (U. S. History before 1865)	3	3
Social and Industrial History of the U. S.	3	3
Modern European History	3	3

Electives:		3 sem. hrs.
Early European History	3	3
Europe Since World War I	3	3
History of Latin America	3	3
Comparative Govt.	3	3
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
Ethics	3	3

Renaissance and Reformation	2	2
Industrial Relations	3	3
Constitutional History and Law	3	3
History of Philosophy	3	3
Social Problems	3	3

SPANISH

Recommended:	**18 sem. hrs.**	
Spanish I: Elementary Spanish	3	3
Spanish II: Elementary Spanish	3	3
Spanish III: Intermediate Spanish	3	3
Spanish IV: Intermediate Spanish	3	3
Spanish V: Introduction to Spanish Literature.	3	3
Spanish VI: Spanish Conversation	3	3

SPEECH

Required:	**8 sem. hrs.**	
Fundamentals of Speech (not counted towards certification)	3	3
Speech Problems	3	2
Play Production	3	2
Interpretative Reading.	3	2
Phonetics	2	2

Electives:	**10 sem. hrs.**	
Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

EDUCATION

RALPH B. BEARD, *Acting Head of Department*

HAROLD L. CAMP — GUY PRATT DAVIS
TOBIAS O. CHEW — LILLIAN I. MCLEAN
PAUL A. RISHEBERGER

The Education Department, through its courses, furnishes the groundwork for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory and Demonstration School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory and Demonstration School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

*CORE COURSES

Place and Purpose of Education in the Social Order 3 cr.

The purpose of this course is to give students an overview of the aims, organization, and procedures of education—in brief, to provide as systematic a view as possible of the whole field of education. Students are given rather complete information regarding the opportunities and the requirements in education as a profession.

General Psychology 3 cr.

This course, a prerequisite to all other psychology courses, is a preview of the scientific study of the activities of the human organism in relation to the environment. It introduces the student to the aims and methods of psychology and the specialized vocabulary of the subject as well as the general principles involved.

Educational Psychology 3 cr.

This course involves the study of the educational aspects of psychology, dealing with the conditions that promote or retard development of the individual and formulating certain principles which should be considered in organizing and administering the school. It stresses the principles of learning and the conditioned response, the nature and measurement of intelligence, adjustment and mental hygiene.

School Law 1 cr.

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania school system. The laws con-

*Courses required in the Elementary and Secondary Education Curricula.

cerning health, attendance, tuition, textbooks, supplies, school discipline, certification, contracts, and salaries will be considered. State, county, and district organization for education in Pennsylvania is studied.

Educational Measurements 2 cr.

This course is designed to acquaint students with (1) the elementary statistical techniques used in measurements; (2) the construction and use of different types of objective tests; and (3) the standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation.

Visual Education 1 cr.

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids are stressed.

Evolution of the American Public School 2 cr.

This course presents a study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements. Special attention is given to the development of the Pennsylvania system and its present organization.

Ethics 3 cr.

The purpose of this course is to aid prospective teachers in the formulation of concepts of high standards of conduct in relation to all phases of life. Brief consideration is given to the historical development of ethics after which careful thought is given to numerous phases: individual, social, political, economic, and professional conduct. Special emphasis is given to the ethics involved in the teaching profession.

Curriculum Materials: Selection and Adaptation 3 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching 12 cr.

Each student is required to teach full time for one semester. The teaching is done in the Laboratory School, and in the co-operating public

schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. A student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation.

See pages 25-26 for eligibility requirements.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

Teaching of Reading 3 cr.

This course includes a study of the psychology of learning as related to the teaching of reading, as well as a survey of the research, systems of reading, and measurements of reading at each grade level. Many observations are made in the Laboratory School. The course is a prerequisite to student teaching and should follow three hours, preferably six of psychology.

Children's Literature and Story-Telling 3 cr.

This course has two objectives: (1) to give to the student a wide acquaintance with children's books and to enable her to choose such books and stories wisely; (2) to develop in the prospective teacher an awareness of children's interests in books and to acquire the ability to tell a story acceptably.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education 2 cr.

This is a basic course in Secondary Education, and involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. The course includes problems in organization, administration, curricula, classroom management, extra-class activities and other major areas in Secondary Education.

ELECTIVES

Adolescent Psychology (Secondary) 3 cr.

This course is a study of the adolescent child as revealed by researches of his emotions, personality integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene. The changeable unpredictive adolescent becomes here the normal child to be more intelligently guided by the understanding teacher. Prerequisite: General Psychology.

Child Adjustment (Elementary) 3 cr.

This course involves four interrelated phases of study: the psychological bases of behavior and adjustment; the problem of personal-social adjustment; and analysis and treatment of the more serious personality difficulties; and the functional application of the principles of child adjustment to the classroom and home situations. Prerequisites: General Psychology; Educational Psychology.

Child Psychology (Elementary) 3 cr.

This course purposes to study the child as a maturing and behaving organism. It involves a consideration of the origins of child behavior and the emergent reaction patterns; a mastery of those facts and principles which will aid in an interpretation of such behavior; and an application of the principles of learning to the child's educative process. Prerequisite: General Psychology.

Civic Education 3 cr.

Not offered 1944-1945.

Diagnostic and Remedial Instruction in Reading 3 cr.

The fundamental objectives of this course are to enable the classroom teacher to diagnose reading disabilities and to apply proper corrective procedures. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Basic principles, materials, and organization for remedial instruction are considered. Prerequisites: The Teaching of Reading, Educational Measurements.

Early Childhood Education 3 cr.

This course aims to develop knowledge and appreciation of child development and to show how educational methods have advanced in recognizing the importance of environment, experiences, interests and abilities. The activities of the early grades will be considered as they function in meeting the needs of the child.

Guidance 2 cr

Not offered 1944-1945.

Mental Hygiene 3 cr.

This course endeavors to develop a background for the study of human conduct and an understanding of the foundations of human behavior, together with an application of the emergent principles to the life of the everyday person. It is designed especially for students in art, business, home economics, and secondary education. Prerequisites: General Psychology; Educational Psychology.

Philosophy of Education 2 cr.

In this course an effort is made to develop attitudes toward educational and social problems. Modern theories of education are considered as to their historical development; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; and their implications for school practice with special reference to curriculum, method, administration, and supervision.

Special Education 3 cr.

The purpose of this course is to gain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles for their instruction and rehabilitation. Prerequisites: General Psychology; Educational Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The purpose of the Psycho-Educational Bureau is to aid the public and private schools of the service area, the College Laboratory and Demonstration School, and the students of the College in the diagnosis and prognosis of difficulties, in the follow-up programs of testing, and in the setting-up of remedial measures. It is specifically concerned with individual and group intelligence testing, the measurement of educational achievement, discernment of special abilities and disabilities, testing the sensory functions, the determination of levels of adjustment and the diagnosis of personality integration, diagnosis and remedial treatment of speech problems, and guidance and counseling of college students.

A special function of this Bureau is to aid college students who are below standard in their reading ability. This is done through individual instruction.

Practicum in Psychological Clinic Variable Credit

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting tests; personality inventories; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and interest inventories.

ENGLISH

RHODES R. STABLEY, *Head of Department*

CARLETON C. JONES
RUTH KNOWLES
LOUISE A. MACDONALD
CARRIE BELLE PARKS NORTON
REBA NILES PERKINS
MARGARET I. STITT

Through its core courses required of all students, the English Department offers service to the whole College. Because of the need of good English by teachers of all subjects, candidates for student teaching are required to reach a satisfactory standard in both oral and written expression. (See page 26.) At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters.

A student wishing to offer English as his first field of specialization must obtain 24 semester hours of credit. As a second field he must have 18 semester hours. However, these are only minimum requirements. Anyone interested in adequate preparation should, through judicious selection of electives, secure a wide background in the various fields included in English teaching in secondary schools. Most universities, furthermore, require at least 30 hours of undergraduate work in English as a prerequisite to graduate study for advanced degrees.

The English staff includes a specialist in Speech Correction. Individual attention is given to students with specific speech difficulties. Different forms of hesitancy, inaccuracy, and inadequacy are discovered and remedied before candidates are recommended for teaching positions.

To meet a growing need in public schools, Indiana is authorized to offer a Speech Curriculum leading to certification on the basis of 18 semester hours. In addition, courses are offered in Speech Correction. Students in both elementary and secondary curricula, by utilizing free electives, may add Speech to their certificates.

*CORE COURSES

Fundamentals of Speech 3 cr.

Designed to suit the needs of individuals, this course emphasizes elementary training in voice, posture, conversational and platform speech, and parliamentary practice. Voices of students are recorded for diagnostic and remedial purposes. This course may not be counted in the 18-hour minimum for certification.

English I 3 cr.

Although primarily an introductory course in composition, this work also stresses reading habits, interests, and skills. Units include

*Courses required in the Elementary and Secondary Education curricula. Exemptions from certain courses are granted to exceptional students on the basis of annual tests. Exemptees are required to take advanced courses in the field.

library and dictionary work; the groundwork is laid for the writing of long papers.

English II 3 cr.

This is a continuation and development of English I, with special emphasis on the writing and presentation of research papers.

Literature I 3 cr.

Although the principal content of the course is selected largely from outstanding British writers of the past as well as the present, students are encouraged to read independently, to discover preferences, and to establish satisfactory habits of reading. Prerequisite: English I.

Literature II 3 cr.

This course aims to help students read and appreciate some of the most important American writers, with special emphasis on contemporary work as it reflects and interprets contemporary life. Prerequisite: English I.

COURSES RECOMMENDED FOR SPECIALIZATION IN ENGLISH

In addition to these core courses, students desiring certification in English should elect Advanced Composition and English Philology. The department will rarely recommend for certification anyone who does not have credit for these two courses. Permission to register will be granted by the head of the department only to those who have already made a good record in the core courses.

Advanced Composition 3 cr.

An advanced course in writing, it includes, in addition to much free composition, a careful consideration of the following problems: writing as an art; self-criticism as a basis for self-improvement; and requirements of professional letters. Prerequisites: Core Courses, and permission of the head of the department.

English Philology 3 cr.

Designed to give students an understanding of the technical aspects of modern English grammar and usage, this course includes: history of the English language, derivations, dictionary study, vocabulary building, techniques of linguistic research, levels of usage, pronunciation, and spelling. Prerequisites: Core Courses, and permission of the head of the department.

ELECTIVES: LITERATURE COURSES

World Literature 3 cr.

Extensive reading of foreign literature in translation, with special attention to the work of modern writers, forms the basis of this course.

There is a loose grouping of materials by nationalities so as to make possible a study of common problems, temperaments, and literary characteristics. Prerequisites: Core Courses in English.

Shakespeare 3 cr.

A careful analysis of major plays, a rapid reading of many others, and a brief historical survey of the Elizabethan age. Prerequisites: Core Courses in English.

Modern Novel 3 cr.

The work includes the rapid reading of many novels and the detailed reading of a few to discover changes, tendencies, and developments. Although English and American works are stressed, some attention is given to European, South American, and Asiatic writers. Prerequisites: Core Courses in English.

Victorian Prose and Poetry 3 cr.

In addition to extensive reading in Victorian literature, this course stresses especially the works of Carlyle, Ruskin, Huxley, Newman, Arnold, Tennyson, and Browning. Literary art, philosophy, and social implications are studied with reference to present-day problems. Prerequisites: Core Courses in English.

Modern Drama 2 cr.

The reading of important modern American, British, and European dramas—from Ibsen to the present—constitutes the basis of this course. Attention is also given to the historical development of dramatic literature, production, and criticism. Prerequisites: Core Courses in English.

Romantic Period in English Literature 3 cr.

A rapid study of the works of Wordsworth, Coleridge, Shelley, Keats, Byron, and Scott with special reference to background problems of interest to the general reader. Prerequisites: Core Courses in English.

Contemporary Poetry 2 cr.

This course includes the best work of such contemporary British and American authors as Hardy, Housman, Yeats, Noyes, "AE", De La Mare, Masefield, T. S. Eliot, Robinson, Frost, Sandburg, Lindsay, Teasdale, Millay, Jeffers, and MacLeish; and of the older poets, Walt Whitman and Emily Dickinson, since they also reflect the modern spirit. Prerequisites: Core Courses in English.

Photoplay Appreciation 1 cr.

The motion picture is studied as a contemporary art form closely allied to the drama and therefore of especial significance to the English area. In order to make this relationship more evident, the course is usually offered in conjunction with Modern Drama.

Eighteenth Century in English Literature 3 cr.

Not offered in 1944-1945.

Pre-Shakespearean Literature 2 cr.

Not offered in 1944-1945.

ELECTIVES: COMPOSITION COURSES

All advanced courses in writing are offered in Composition Seminar. The work is completely individualized; hours of attendance, amounts and kinds of assignments vary with the kinds of credits desired and with the needs and interests of the student.

Advanced Composition 3 cr.

See Page 58.

Journalism 2 cr.

Students choose from the following emphases: college news for the major press associations and for daily and weekly newspapers; special feature articles for magazines; news and features for the college newspaper, in addition to a study of the techniques required in school and college journalism.

Short Story 3 cr.

Short fiction is studied and written. Reading is done both for background and for technique. Promising material is submitted to newspapers and magazines. Prerequisites: Core Courses in English.

Essay 3 cr.

Students select for emphasis one or more of the following types of essays: personal and impersonal; critical—book, movie, and drama reviewing; expository—reports or accounts designed to explain and persuade. Reading is done both for background and for technique. Prerequisites: Core Courses in English.

Creative Dramatics 2 cr.

Certification in Speech. See page 63.

Community Dramatics and Pageantry 2 cr.

Certification in Speech. See page 63.

ELECTIVES: PROFESSIONAL COURSES

Radio in Education I 2 cr.

Designed to provide practical workshop experience, this course offers participation in all activities required for regular broadcasting over Radio Station WHJB Greensburg. No prerequisites. Credit given toward English certification when it is the first field of specialization.

Radio in Education II 2 cr.

Students assume leadership in organization, creation, synchronization, and interpretation necessary to the art of studiocraft and broadcasting over Station WHJB Greensburg. Prerequisite: Radio in Education I. Credit will be given toward English certification when it is the first field of specialization.

Play Production 2 cr.

Workshop activity in the production of plays affords each student opportunities in acting and in developing technical skills required in the theater. No prerequisites. Credit will be given toward English certification when it is the first field of specialization.

Choral Speaking 3 cr.

This beginning course includes work in rime, tone control, and individual interpretation of literature. An important aim is to stimulate appreciation and artistic expression through communal voicing of prose and poetry. No prerequisites.

Teaching of English 3 cr.

This course covers teaching of composition in the elementary grades. Contact with the Laboratory and Demonstration School provides abundant opportunity for observation of principles in action under expert guidance. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of English 3 cr.

This survey course includes: sources of composition materials, teaching of grammar necessary to good usage, methods of teaching imaginative writing, and the handling of socially useful activities in speech and communication. Lesson planning is followed by observations in the Laboratory School. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of Literature 3 cr.

This survey course includes: study of materials read in secondary schools, research in extensive and intensive reading practices, planning of units for the presentation of literary types, selection of appropriate reading materials to meet individual interests and abilities, and investigation of available tests. Observations are carried on in the Laboratory School. Prerequisites: Core Courses in English.

SPEECH CURRICULUM

The Speech Curriculum aims primarily to train teachers to speak well. Those who wish to study speech, to teach it, and to coach speech activities can meet the requirements for certification either in the elementary or secondary curriculum. Courses in speech correction authorized by the state will be given as deemed advisable.

Speech Clinic is offered for the service of all those students of the college who need help in correcting dysphemia, dyslalia, or any other functional disorder. The clinic is given with the cooperation of the Psycho-Educational Bureau in the Laboratory School.

REQUIRED OF ALL FRESHMEN

Fundamentals of Speech 3 cr.

For description see page 57. This course may not be counted in the 18-hour minimum required for certification in Speech.

ELECTIVE COURSES REQUIRED FOR CERTIFICATION IN SPEECH

Speech Problems 2 cr.

This is a study of voice and speech disorders. Prerequisites: Fundamentals of Speech and either Phonetics or Voice and Diction.

Play Production 2 cr.

See description page 61. No prerequisites.

Interpretative Reading 2 cr.

Techniques and spirit conducive to intelligent interpretation of good literature are stressed in this course for the purpose of developing skill in both library, table and platform reading.

Phonetics 2 cr.

The science of speech sounds used in this course is based upon the International Phonetic System. It is a practical means for learning to use correct and artistic language. Prerequisite: Fundamentals of Speech.

ELECTIVE COURSES

Stagecraft and Scenic Design 2 cr.

Students engage in the design and in the construction of settings and properties for at least two major plays. Principles of design are presented in lectures.

Costuming and Make-up 2 cr.

This course, in addition to the history of costumes, emphasizes practical experience in costuming, make-up, and lighting of stage productions given at the college.

Speech Clinic I 2 cr.

This is an observation and practice course for the theory studied in Speech Problems.

Speech Clinic II 2 cr.

Voice and Diction 2 cr.

This is chiefly a practice course for the improvement of voice and diction. The I.P.A. is used in the study of speech sounds. Recordings are made to study individual voice and speech problems. Prerequisite: Fundamentals of Speech, or permission of the head of the department.

Creative Dramatics 2 cr.

Students write and produce plays for stage and radio. Reading is done for background and technique. The best plays are produced on the college stage; the best radio scripts are broadcast over WHJB Greensburg. See Composition Seminar page 60.

Community Dramatics and Pageantry 2 cr.

Students write and help produce pageants and folk plays presented yearly on the college campus. Reading is done for background and technique. See Composition Seminar page 60.

Psychology of Speech 3 cr.

This course aims to interpret the psychological aspects of speech in relation to the learning process; to investigate the origins and development of personality and the relations of personality deviations to speech; and to gain an understanding of the psychology of speaker-audience relationships. Prerequisites: Fundamentals of Speech and Speech Problems.

Speech Pathology 3 cr.

Not offered in 1944-1945.

Argumentation and Debate 2 cr.

Not offered in 1944-1945.

FOREIGN LANGUAGES

EDWARD W. BIEGHLER, *Head of Department*

The objectives of the Department of Foreign Languages are two-fold: the preparation of teachers in the various language fields; and the presentation of those languages and the cultures they represent to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to insure an accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher.

A student offering a language as the first field of specialization must have a minimum of 24 hours in that language—18 hours as listed under recommended courses, and six hours chosen from electives. A student offering a language as a second field of specialization must have a minimum of 18 hours of credit. If possible, a language specialist should have at least the elementary work in a related language. Further courses will be offered as occasion demands.

SPANISH

COURSES RECOMMENDED FOR SPECIALIZATION IN SPANISH

Spanish I and II: Elementary Spanish — 3 cr. each

Spanish III and IV: Intermediate Spanish — 3 cr. each

This lower division sequence I-IV covers the essentials of the language, and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern Spanish. Reading material is chosen, in part, on a basis of social content; it affords an introductory survey of Hispanic history and civilization. There are additional collateral readings in English. Literary readings from 1850 to the present time will be chosen on a basis of interest and pedagogical merit.

Students who present one year of high-school Spanish should take Spanish II; those who present two years of high-school Spanish should take Spanish III.

Spanish V: Introduction to Spanish Literature 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain and Hispanic America, with particular stress on the literature of the Golden Age.

Spanish VI: Spanish Conversation 3 cr. or 6 cr.

This course is designed to advance the student in the basic practical mechanics of the language. Material is drawn largely from nineteenth century Spanish literature and the course constitutes an elementary survey of the literary and social history of that period.

ELECTIVE COURSES

Spanish VII: Advanced Spanish Conversation 3 cr.

This course is designed to give the student greater facility in understanding, speaking, and writing the Spanish of today. The content is based entirely on recent history, customs, and manners of the Hispanic regions. Special attention is given to current periodical literature.

Spanish VIII: Commercial Spanish 3 cr.

This is a course designed to present a basic technical and commercial vocabulary and the commonplaces of commercial usage and correspondence. The factual content stresses Latin America.

Spanish IX and X: Spanish American Literature 3 cr.

This is a survey of nineteenth century and contemporary literary and social trends. This course is best taken in conjunction with Latin American History, or the Geography of Latin America.

Spanish XI and XII: Contemporary Spanish Drama 3 cr.

This is a general view of recent dramatic trends in Spain and Hispanic America. Plays chosen for reading will interpret characteristic modes of thought, and customs and manners of the various Hispanic countries.

FRENCH

COURSES RECOMMENDED FOR SPECIALIZATION IN FRENCH

French I and II (Beginning French) 3 cr. each

French III and IV (Elementary College French) 3 cr. each

The objectives and methods of these course sequences parallel those of Spanish I-IV.

French V and VI: Nineteenth Century and Contemporary French Prose and Poetry 3 cr. each

This sequence aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

ELECTIVE COURSES

French VII: Outline Course in French Literature 3 cr.

This course offers a survey of the main currents of the general literary history of France, with emphasis on the seventeenth and eighteenth centuries. The eighteenth century social philosophers are studied with specific reference to subsequent social trends.

French VIII: The French Novel 3 cr.

This is a rapid survey of the development of the novel in France from its origins to the present time, with particular emphasis on the recent novel as a reflection on the contemporary and near-contemporary scene.

GEOGRAPHY

NORAH E. ZINK, *Acting Head of Department*

PAUL H. BOYTS

The geography department at Indiana functions principally in the Elementary and Secondary Divisions. In the secondary, it provides specialists in geography with the knowledge, skill, and ability to present geographic education on the secondary level. For primary and intermediate students geography is planned and presented to give these students in the elementary curriculum the fundamentals needed to present to young children the understandings of peoples so necessary for peace and progress. Principles of Geography and Economic Geography are fundamental to both curricula, while Geography of United States and Canada, Geography of Latin America, Geography of Europe, Conservation of Natural Resources, and Geography of Pacific Realm are taught for either secondary or elementary students in classes where attention is given to the particular needs of each group. Electives are Field Geography, Climatology and Meteorology, Conservation of Natural Resources, Physiography, Geography of Pennsylvania, Commercial and Industrial Geography, Trade and Transportation, and Cartography.

Twenty-four hours of work are required for the first field of specialization in geography, and 18 hours when offered as a second field of specialization.

The geography work includes lectures, assigned readings, class discussions, and conferences. Much of the work, however, consists of individual and group laboratory projects, field trips, field work, and observation work in the Laboratory and Demonstration School.

*CORE COURSES

Principles of Geography 3 cr.

This is an introductory course which develops an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisite: Principles of Geography.

The core courses are required as prerequisites for all other courses in geography, except by special arrangement.

*Courses required in the Elementary and Secondary Education curricula.

COURSES RECOMMENDED FOR SPECIALIZATION IN GEOGRAPHY

Geography of the United States and Canada 3 cr.

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world.

Geography of Latin America 3 cr.

This course is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe 3 cr.

In this course an analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs.

Geography of the Pacific Realm 3 cr.

This course comprises an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems.

ELECTIVES FOR ELEMENTARY STUDENTS

Geography of the United States and Canada 3 cr.

Geography of the Pacific Realm 3 cr.

ELECTIVES

Meteorology 3cr.

This course is a systematic study of climatic phenomena. It includes a study of the United States Weather Bureau and its work; elementary weather forecasting is done by the group. Experience is given in securing, organizing, and interpreting climatological materials.

Climatology 3 cr.

This course provides an intensive study of the climatic regions of the world and the factors causing these climates. Prerequisite: Meteorology.

World Problems in Geography 3 cr.

This course considers some of the world problems which need a geographic background for understanding and solving them. Attention is given to boundary questions, the return of refugees and other displaced

groups, the value of colonies, fishery agreements, geography behind the news and similar topics.

Cartography 3 cr.

This course is offered to meet the needs of teachers entering the armed services and for high-school teachers engaged in the pre-induction programs of the secondary schools. It seeks to develop the global concepts of geography; to air-condition teachers; and to assist teachers in understanding and interpreting the war in terms of maps.

Geography of Pennsylvania 2 cr.

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources.

Physiography 3 cr.

Not offered in 1944-1945.

Conservation of Natural Resources 3 cr.

Not offered in 1944-1945.

Commercial and Industrial Geography 3 cr.

Not offered in 1944-1945.

Trade and Transportation 3 cr.

Not offered in 1944-1945.

Techniques and Materials in Modern Geography 3 cr.

Not offered in 1944-1945.

Course in Field Geography 3 cr.

Not offered in 1944-1945.

Reconnaissance Field Studies in Geography 3 cr.

Not offered in 1944-1945.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, *Head of Department*

IRENE J. ANDERSON
LENA ELLENBERGER
MALINDA HAMBLEN
MAUDE MCDEVITT

The curricula use the term Health Education to include both the activity work and the personal and community hygiene instruction prescribed for freshmen. The first-year courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health Education (including Physical Education and Hygiene) in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary and Secondary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Opportunities for participation in worthwhile leisure time activities and attainment of skills in those of value for adult use.

REQUIRED HEALTH AND PHYSICAL EDUCATION COURSES

Health and Physical Education I 1 cr.

The purpose of this course is to incorporate the theory of health with the practice of it. The course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, (3) problems of personal health and personal hygiene, and (4) physical fitness exercises including calisthenics; seasonal sports, swimming, military tactics, marching, and physical ability tests are included in this phase of the course.

Health and Physical Education II 1 cr.

This course logically follows Health Education I. Follow-up work in hygiene is continued, and physical defects that were not corrected in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health. The physical fitness exercises are continued in the second semester with the emphasis put on winter and spring seasonal activities.

Health and Physical Education III 1 cr.

The Standard Course of the American Red Cross First Aid will be taught. This course requires 20 hours of first aid. First aid certificates will be awarded upon the successful completion of the course. The rest of the time allotted for this course will be devoted to physical fitness activities.

Health and Physical Education IV 1 cr.

The Advanced Course of the American Red Cross First Aid will be taught. This course requires 10 hours of advanced first aid. The advanced certificate in American Red Cross will be awarded upon the successful completion of this course. Students passing this course are eligible to enrol in the Instructor's Course. The successful completion of the Instructor's Course permits the holder of the Instructor's certificate to conduct classes in First Aid. Safety education and other health problems will be taught in this semester. About two-thirds of the time allotted for this course will be devoted to physical fitness activities.

Health and Physical Education V 1 cr.

This course is devoted to the teaching of health and physical education activities. In it is considered: the influence of the teacher; a detailed study of the child, his physical capacity, interests and needs at various age levels; the aspects of healthful school living and health service. In physical education a study is made of the specific techniques of teaching various activities with observation and practice in teaching each type. Stress throughout is upon individual differences.

Health and Physical Education VI 1cr.

This is a continuation of Health Education V, taking up in both hygiene and physical education a study of the State curricula and the construction of units and lessons for various types of periods and situations. Investigation is made of possible sources of aid and materials and of tests and measurements in both fields. A considerable portion of the time is spent on teaching entire lessons.

All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

ELECTIVES IN HEALTH AND PHYSICAL EDUCATION

First Aid 2 cr.

The college course includes the Red Cross Standard Course which requires 20 hours of work and the Red Cross Advanced Course which requires 10 hours of work. Red Cross certificates will be awarded upon the successful completion of each course. The student is eligible to enroll in the Instructor's Course after completing this First Aid Course. The

successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

Safety Education 2 cr.

The toll of lives lost, permanent disability, injury, and economic waste due to accidents in the home, on the highways and in industry is appalling. To combat this great waste of human lives and materials we have instituted a course in safety education. It will cover materials adapted to all age groups and deal with the most common hazards found in the community.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, rifle, badminton, tennis, ping pong, boxing, wrestling, swimming, horseshoes, track, cross-country running, basketball, volleyball, football (six-man and touch), hand ball, baseball, softball, speedball, soccer, and out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, boxing, riflery and swimming.

The varsity program has been suspended for the duration of the war.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in life saving. This enables these students to work in summer camps and city pools as life savers.

Riflery. Many of the students have learned the fundamentals of using a rifle under the expert tutelage of a member of the American Rifle Association.

Natural Dancing. Natural Dancing is a means of self expression. It is based on such free natural movements as walking, skipping, running, leaping, etc. It expresses in bodily movements the ideas and emotions which come from within. The technic of Natural Dancing is along the line of natural movements with the purpose of developing a greater freedom, a better poise and control—in a word, to make the body a better instrument of expression.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This

service has been an important step in controlling and preventing tuberculosis in the State.

FACILITIES AVAILABLE FOR PHYSICAL EDUCATION

Gymnasium. The College Gymnasium houses three basketball courts, two handball courts, one 50-foot rifle range, and a beautiful indoor swimming pool. It is well equipped with many pieces of apparatus, a golf driving net, wrestling mats, boxing rings and many other sets of game equipment.

Playing Fields. The college has three large playing fields which provide space for football, outdoor basketball, field hockey, soccer, archery, golf, track, and other activities.

Tennis Courts. The college has six tennis courts for its students. Tennis is a popular sport among the students and many students select this game for their recreational pastime.

Golf. Indiana is fortunate in having a good golf course only a couple of miles out of town. The college has made special arrangements with the Old Fort Country Club to use its course at a nominal fee. Golf clubs are provided by the college Physical Education Department. Classes in golf are taught in the Physical Education Department and individual instruction at reduced prices is given at the Country Club.

Field House. At the present time the field house is large enough to provide dressing quarters for visiting football and track teams.

College Lodge. The College Lodge has one hundred acres of rolling wooded hills with ample room for tobogganing, skiing, softball, a golf driving range, and archery golf course. Several outdoor fireplaces and shelters have been erected in convenient spots to afford ample room for picnics and outing parties.

MATHEMATICS

JOY MAHACHEK, *Head of Department*

A student offering mathematics as his first field of specialization must have a minimum of 24 semester hours in mathematics, 18 hours as listed under recommended courses, and six hours as chosen from the electives. A student offering mathematics as his second field of specialization must take 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with Algebra I in the second semester of the freshman year.

A student not choosing to specialize in mathematics may take as many of the courses as he desires, either to improve his general education or to prepare himself for technical work in other fields.

COURSES RECOMMENDED FOR SPECIALIZATION IN MATHEMATICS

Algebra I 3 cr.

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms; simple determinants, and permutations and combinations.

Trigonometry 3 cr.

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences; it includes indirect measurement through the solution of triangles and trigonometric analysis. Prerequisite: Algebra I.

Analytic Geometry 3 cr.

The major topics considered are cartesian co-ordinates; properties of the straight line, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: Algebra I and Trigonometry.

Differential Calculus 3 cr.

This course includes functions, limits, rules and general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: Algebra I, Trigonometry and Analytic Geometry.

Integral Calculus 3 cr.

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration formulas, methods of in-

tegration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics 3 cr.

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics 3 cr.

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytic Geometry.

Algebra II 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: Algebra I, Trigonometry, and Analytic Geometry.

Applied Mathematics 3 cr.

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than previously made.

Teaching of Mathematics in the Secondary School 3 cr.

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy, current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

Spherical Trigonometry and Navigation 3 cr.

This course includes the solution of right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

COURSES FOR ELEMENTARY CURRICULUM

Curriculum in Arithmetic 2 cr.

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worth-while researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic 3 cr.

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory and Demonstration School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

THOMAS SMYTH, *Head of Department*

RUTH V. BRENNEMAN
BEATTY DIMIT
WILBER EMMERT
MERRILL B. IAMS
DWIGHT E. SOLLBERGER

Laboratory work is carried on in several laboratories for biology, chemistry, and physics. Additional space provides a physical science laboratory and a larger organic chemistry laboratory. Attention should be called to the greenhouse laboratory for biology classes and two propagation wings where several hundred students are allocated space for required work. Also there has been developed a small adjacent area as an arboretum, supplementing the main campus where nearly all species of trees native to Pennsylvania are found. Use is also made of the White's Woods area and the hundred-acre College Lodge tract for field work.

Specialization is offered in the fields of biology, chemistry, general science and physics. For lists of courses required in each field see pages 49-50.

BIOLOGICAL SCIENCE

*CORE COURSES

Biological Science I and II 6 cr.

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics, and evolution. Field trips emphasizing identification of biological forms are required. Two hours lecture; two hours laboratory per week.

Use is made of the greenhouse laboratory for applied working with plants.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD 3 cr.

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course. It is a condensation of the full-year course. Two hours lecture; two hours laboratory per week.

*Courses required in the Elementary Curriculum.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science 3 cr.

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field. It requires participation in activities such as nature games, bird hikes; making of bird boxes, leaf prints and casts, nature trails; keeping of pets; and plant propagation with individual bench space in the greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Botany I and II 6 cr.

This course is designed to give students specializing in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of the structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. Two hours lecture; three hours laboratory per week.

General Zoology I and II 6 cr.

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in phylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. During the first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. Two hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting

and identifying of representative forms from western Pennsylvania. Summer only. Two hours lecture; three hours laboratory per week.

Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture; three hours laboratory per week.

Conservation of Plant and Animal Resources 3 cr.

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. Two hours lecture; three hours laboratory per week.

Systematic Vertebrate Zoology 3 cr.

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. (Birds are not included. See Ornithology.) Considerable practice is given in the identification of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. Two hours lecture; three hours laboratory per week.

Vertebrate Anatomy 3 cr.

This course is devoted to a study of the structure of the fish, amphibian, and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology. Prerequisite: Zoology II. Three two-hour laboratory periods per week.

General Ornithology 3 cr.

This course presents an introduction to bird study. It includes discussions based on the biology of birds, laboratory work and study concerned with the skins, and field observations. It acquaints the student with the common birds of western Pennsylvania. Early morning field trips are taken in late spring. Field glasses are desirable. Second semester and summer. Two hours lecture; three hours laboratory per week.

Heredity 3 cr.

This course deals with the evidence and facts of biological inheritance with particular reference to those phenomena of interest to the teacher. Mendelian inheritance, linkage, sex inheritance, mutations, eugenics, and evolution are a few of the topics studied. Two hours lecture; three hours laboratory per week.

Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Two hours lecture; three hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES

*CORE COURSES

Physical Science I and II 6 cr.

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. Two hours lecture; two hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Physical Science SD 3 cr.

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN PHYSICAL SCIENCE

Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture; three hours laboratory per week.

Physics I and II 8 cr.

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. Three hours lecture; three hours laboratory per week.

*Courses required in the Elementary and Secondary Education Curricula.

ELECTIVES FOR SPECIALIZATION IN PHYSICAL SCIENCE

CHEMISTRY

Qualitative Analysis 3 cr.

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture; six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Qualitative Analysis, Semi-Micro 3 cr.

A study of the theoretical principles and practices underlying analytical chemistry. The semi-micro-technique is employed in procedures stressing the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture with six hours laboratory per week. Prerequisite: Inorganic Chemistry.

Organic Chemistry 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations 3 cr.

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisites: Inorganic Chemistry I and II.

Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures;

chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management 3 cr.

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, and the setting up of apparatus for class demonstration purposes. Prerequisite: at least 14 semester hours of chemistry.

Colloid Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

PHYSICS

Physics III (Modern Physics) 3 cr.

Included in this course are the major developments in physics since 1895: X-rays, electronics and the modern conception of matter and energy. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

Physics IV (Mechanics) 3 cr.

This course is an introduction to more advanced topics in general mechanics. It is of special value for students majoring in mathematics. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 cr.

Alternating current theory is stressed in this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VI (Optics) 3 cr.

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VII (Physical Laboratory) 3 cr.

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools.

Techniques in planning and developing elementary research projects suitable for secondary-school demonstration are discussed. Prerequisites: Physics I and II.

Physics VIII (Radio and Television) 3 cr.

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Inorganic Chemistry I-H 4 cr.

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and six hours laboratory per week.

Organic Chemistry H 2 cr.

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. One hour lecture; three hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H 2 cr.

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. One hour lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry H.

Physiology H 3 cr.

This course is planned particularly for home economics students. The physiology and related anatomy of the human body constitute most of the subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. Two hours lecture; three hours laboratory per week. First and second semesters.

Bacteriology 3 cr.

This course is primarily for home economics and biology students. It is a general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. Two

hours lecture; three hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology 3 cr.

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. Two hours lecture; two hours laboratory per week.

Descriptive Astronomy 2 cr.

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with the forces and phenomena of our universe. It is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

SOCIAL STUDIES

W. M. WHITMYRE, *Head of Department*

ETHEL A. BELDEN
HELEN DORCAS HALL
RALPH E. HEIGES
C. M. JOHNSON
FLORENCE WALLACE

A student specializing in social studies must have a minimum of 24 semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student offering social studies as a second area of specialization must have as a minimum 18 hours of required work. Every candidate for certification in social studies must have at least nine hours in the social sciences.

All candidates for graduation must have a course in History of the United States including History of Pennsylvania.

*CORE COURSES

HISTORY

History of Civilization 4 cr.

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government 3 cr.

This course includes a study of the basic principles of American government, the constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics 3 cr.

In this course a preliminary analysis is made of the major principles underlying the workings of our economic system—principles that are utilized daily by entrepreneurs, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

* Courses required in the Elementary and Secondary Education Curricula.

Principles of Sociology 3 cr.

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions, the class structure of society, collective behavior, social processes, social control, social problems, laws of social evolution, relation between society and the individual.

COURSES RECOMMENDED FOR SPECIALIZATION IN SOCIAL STUDIES

HISTORY

Modern European History 3 cr.

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the World War I, and the peace settlements.

History of the United States I (Including History of Pennsylvania) 3 cr.

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States 3 cr.

This course is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES

HISTORY

Early European History 3 cr.

This course undertakes a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

History of England 3 cr.

Not offered in 1944-1945.

Europe Since World War I 3 cr.

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which at this time seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism, and Naziism, the changing British Empire, the Rome-Berlin Axis, and the coming of the present World War II.

The Frontier in American History 3 cr.

Not offered in 1944-1945.

Latin-American History 3 cr.

This course undertakes a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES

Comparative Government 3 cr.

Not offered in 1944-1945.

Economics II 3 cr.

Not offered in 1944-1945.

Constitutional History and Law 3 cr.

Not offered in 1944-1945.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

United States History Before 1865 3 cr.

This course covers the period of United States history to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It

traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865 3 cr.

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania 2 cr.

This course surveys the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the State in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS, GRADES 4, 5, AND 6

Teaching of American History and Government 3 cr.

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

ART DEPARTMENT

Orval Kipp, *Director of Department*

Alma Munson Gasslander Ralph William Reynolds
Dorothy Murdock D. Paul Smay
Anna J. Thompson

The Art Department of the State Teachers College, Indiana, Pennsylvania, presents a curriculum leading to the degree of Bachelor of Science in Public School Art. Graduates of this curriculum receive from the Department of Public Instruction the College Provisional Certificate which qualifies them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

Opportunities in Art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high-school graduates the opportunity to contribute a lifetime of service to their country.

The art curriculum provides opportunity for the prospective artist-teacher to specialize in one or more art fields while he is securing a broad cultural background in art and in general education. The curriculum also provides courses in education, English, music, science, and social studies. The Art Department program is guided by the philosophy that design, composition, drawing, and understanding of structure are basic to the development of feeling, appreciation, independent thought, and creative expression.

Exhibitions include the work of the faculty, the students, and the artist members of the community. Through the Cultural Life Program of the Co-operative Association the department is able to secure traveling exhibitions of the work of nationally-known artists and craftsmen. The Co-operative budget committee made history in the fall of 1943 by establishing a fund for the purchase of a work of art by a living American artist. Life at Indiana will be enriched by this addition to her Cultural Life Program.

Studios and equipment are provided to facilitate the students' work in design, construction, painting, illustration, crafts, drawing, modeling, and ceramics.

Art Club members sponsor many professional and social activities in the fine and applied arts. The Jean R. McElhaney Award for Excellence in Fine Arts is presented annually to the junior or senior whose achievements in three different fields of art are outstanding. A loan

fund for needy art students has been established by Miss McElhaney, a former Director of the Art Department. At the Art Club banquet in May, 1943, the Kate Lacy Award for Outstanding Art Service to the college and the community was given for the first time. This memorial is awarded to an art junior. The service program enables art students to serve the art needs of the college and to prepare themselves for serving the art needs of the communities in which they shall later teach.

Admission to the Art Department is granted to a candidate after he has met the general entrance requirements of the college and the special requirements of the department. (Consult pages 22-24 for entrance and other requirements.) Fitness to pursue the art curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in the order of application. For this reason it is wise to apply early for personal interview and admission.

Student teaching, the foundation of Indiana's art curriculum, puts to work the theory and practice of art in relation to education. In the senior year student teaching and conferences give opportunity for varied practical experiences in the Laboratory and Demonstration School and in the public schools of Indiana. Eligibility requirements for student teaching are outlined on page 26 of this catalog. They include three years of college study and preparation during which the qualifications for Junior Standing have been demonstrated.

Graduation and the conferring of the degree depend upon the candidate's demonstration of his ability as an artist and educator and by his maintaining a grade average of "C" or better. Capability in supervision and teaching may be shown by success in student teaching and by participation in college art service activities. Artistry may be demonstrated by the production and exhibition of original works of art.

The college maintains a placement bureau for the convenience of its graduates and the Art Department cooperates fully with the placement bureau by assisting graduates to obtain positions and experienced teachers to obtain advancement.

A student's expenses for a school year of thirty-six weeks amount to approximately $500.00. The budget for a semester includes:

Contingent fee (payable in two installments)	$ 63.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	33.00
	$250.00

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

	Clock Hours	Semester Hours
FIRST SEMESTER		
Fundamentals of Speech	3	3
Drawing and Lettering.	8	4
English I (including Library Science	4	3
Health Education I	4	2
Modeling	4	2
Place and Purpose of Education	3	3
Total	26	17
SECOND SEMESTER		
Design	6	3
English II	3	3
Media and Techniques..	6	3
History of Civilization..	4	4
Elementary Industrial Art	6	3
Total	25	16
THIRD SEMESTER		
General Psychology	3	3
Physical Science	4	3
Literature I	3	3
Color	4	2
Mechanical Drawing	6	3
Health Education II	4	2
Total	24	16
FOURTH SEMESTER		
Educational Psychology	3	3
Pottery	4	2
History and Appreciation of Art	5	5
Literature II	3	3
Biological Science	4	3
Interior Design	4	2
Total	23	18
FIFTH SEMESTER		
Drawing and Composition	4	2
Educational Measurements	2	2
Pictorial Expression and Illustration	4	2
Commercial Art and Reproduction	6	3
Crafts in Elementary Schools	4	2
Academic Elective	1	1
Principles of Economics or Sociology	3	3
Total	24	15
SIXTH SEMESTER		
Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Advanced Crafts	6	3
School Law	1	1
Appreciation of Music	3	2
Total	28	15
SEVENTH SEMESTER		
Ethics	3	3
Art in Public Schools	4	3
Teaching and Conferences	7	6
Advanced Design	6	3
Advanced Oil or Water Color Painting	4	2
Total	24	17
EIGHTH SEMESTER		
Teaching and Conferences	8	6
American Government	3	3
Art Elective	2	2
U. S. History Before 1865	3	3
Visual Education	2	1
Total	18	15

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order of their difficulty in each field. Subjects in various fields are carried simultaneously in order to facilitate the artistic development of the student.

DESIGN AND COLOR

Design 3 cr.

Creative design includes problems and experiments to develop the principles of organization in line, area, color, texture, and volume. The study of color is started early because it is basic to work in design and painting.

Color 2 cr.

The color experiments of physicists, psychologists, and artists furnish basic material for practical and theoretical color study. The Munsell color theory is used to orient the course and other color theories are related to it.

Advanced Design 3 cr.

Theoretical and experimental studies in organization of form and color are continued. Advanced problems in commercial and industrial design reveal art's place in the social order.

Interior Design 2 cr.

Architectural, interior, and furniture design for living comprise the materials of this course.

Costume Design 2 cr.

Ability to design clothing for contemporary needs is developed through gaining a working knowledge of historical trends and an understanding of the better modern tendencies in costume.

Theatre Arts 3 cr.

Experience in creative interpretation of drama is gained through designing and producing costumes, scenery, and lighting for dramatic productions.

Commercial Art and Reproduction 3 cr.

The designing of projects related to publishing and advertising is used to develop critical judgment, technical skill, and aesthetic appreciation.

DRAWING, PAINTING AND ILLUSTRATION

Drawing and Lettering 4 cr.

Introduction to the fundamentals of pictorial design is made by drawing and composing forms with reference to line, volume, space, and texture relationships.

Mechanical Drawing 3 cr.

Development of a new understanding of form results from experiences in representing the construction of objects in terms of plan, elevations, and projections. Objectives include development of ability to visualize, stimulation of constructive imagination, experience in exact thinking and practice in the language of industry.

Media and Technique 3 cr.

Composition of still life and landscape subjects in oil and water color introduces the student to painting as a means of creative expression.

Drawing and Composition 2 cr.

Further observation, expression, and analysis continue to develop the student's ability to solve for himself problems of pictorial composition. Compositions of landscapes, figures, and still life are examined critically.

Blackboard Drawing 1 cr.

Freedom of expression is developed by quick expressive drawing of human figures, animals, and objects singly and in composition.

Advanced Drawing and Painting 3 cr.

Psychological and emotional factors in pictorial structure are included in this study of painting from naturalism to abstractionism. Projects are executed from various modern points of view.

Pictorial Expression and Illustration 2 cr.

Illustration of poems, stories, and novels introduces the use of the various media of modern illustration. Constant reference is made to the work habits of great contemporary illustrators.

Advanced Oil or Water Color Painting 2 cr.

Still life, landscape, figure, portrait, and mural painting are treated from the viewpoint of significant form. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done.

ART CRAFTS, MODELING, AND POTTERY

Elementary Industrial Art 3 cr.

Industrial materials and processes are studied because of their effect on art forms and their influence on social and economic life.

Modeling 2 cr.

Problems in modeling animals, figures, and heads both in relief and in the round are undertaken in this course. A study is also made of modeling and sculpture for expressive form.

Pottery 2 cr.

The processes of building, designing, and firing pottery forms are studied with emphasis on the primitive coil method, the use of the potter's wheel, the methods of casting, and the making and application of glazes.

Crafts in the Elementary School 2 cr.

Craft projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts 3 cr.

Design is basic in this practical course in metal-working in processes such as etching, saw piercing, riveting, soldering, bending, raising, and enameling. Problems are worked out in copper, brass, pewter, silver, and combinations of metals to make bracelets, rings, and brooches.

ART EDUCATION AND APPRECIATION

Appreciation of Art 2 cr.

Development of critical appreciation and judgment and of aesthetic analysis are of primary importance in this subject. Lectures, field trips, and discussion by the class are the methods used to gain the objectives.

History of Art 3 cr.

Continuing the studies begun in Appreciation of Art this course completes a survey of the art heritage of the world.

Art in Public Schools 3 cr.

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels.

Student Teaching 12 cr.

Student teaching provides for the prospective teacher directed participation in those classroom activities through which children develop creative power and ability to make fine choices, at the same time that they are acquiring knowledge and appreciation of art. Initial contacts with the Laboratory and Demonstration School and the public schools in the form of directed observation are planned as part of the course in Place and Purpose of Education, and in connection with the various art courses if requested by the instructor and students. During the senior year each student has nine weeks' teaching experience in each of the levels of the public school; primary and intermediate grades, and junior and senior high school.

ELECTIVE FOR ART STUDENTS

Graphic Arts 2 cr.

Etching, lithography, and photography are studied in this course as means of interpreting and expressing life.

REQUIRED COURSES FOR ART STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	Page		Page
Fundamentals of Speech	57	Philosophy of Education	56
English I	57	History of Civilization	85
English II	58	Principles of Economics	85
Literature I	58	Health Education I	70
Literature II	58	Health Education II	70
Place and Purpose of Education in the Social Order	52	Physical Science SD	80
General Psychology	52	Biological Science SD	77
Educational Measurements	53	Appreciation of Music	134
School Law	52	Visual Education	53

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR ART STUDENTS

Electives may be chosen from any of the other college fields.

*CORE COURSES

Appreciation of Art 2 cr.

By lectures, field trips, and class discussions the student is encouraged to cultivate taste as well as to appreciate and properly evaluate traditional and modern art forms.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art I (Elementary Industrial Arts) 2 cr.

Opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products, enables the student to develop confidence in his own powers of expression.

* Courses required in the Elementary and Secondary Education Curricula.

Art II (Drawing, Design, and Color) 2 cr.

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory and Demonstration School, the relationships between personal art expression and the art activities of the elementary school.

REQUIRED COURSES IN ART FOR HOME ECONOMICS STUDENTS

Principles of Design I (Costume) 3 cr.

Creative experiences in design and color provide bases for consideration of personal costume problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II (Household) 2 cr.

Design and color, as they are applied in the home, are stressed through experiences in creation, in the selection and arrangement of manufactured products, and in the discussion of applications to actual teaching situations.

ELECTIVES IN ART FOR ELEMENTARY STUDENTS

Handicrafts 2 cr.

Manipulation of tools and materials in producing useful objects gives enjoyment for its own sake as well as a keener appreciation of manufactured articles. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grades.

*BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

ALBERT E. DRUMHELLER
ETHEL L. FARRELL
CLINTON M. FILE
E. J. MCLUCKIE
RALPH S. ROWLAND
ROBERT FRANKLIN WEBB

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Practical Experience Requirements. Practical experience requirements are a vital and necessary part of the prospective teacher's preparation. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools

*This college is a member of the National Association of Business Teacher Training Institutions.

within convenient reach. To these teaching centers the students are sent for one full semester (18 weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

Explanation of the Curriculum. The Business Education Department offers a four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are marked by an asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail-selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the College.

3. The Bookkeeping Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their places may be elected courses from any other department of the College.

4. The Retail Selling Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the College.

5. The Combination Program combines either the Stenographic and Bookkeeping, the Stenographic and Retail Selling, or the Bookkeeping and Retail Selling Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Certain electives in other departments of the College also may be carried with this program, in place of the courses listed in the field that is omitted.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with any one of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

Those students whose standings average below "C" may not graduate or be certificated.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: English, Typewriting, Business Mathematics, Bookkeeping and Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in English, Typewriting, and Shorthand.

To continue in the Bookkeeping and Accounting Field a student must have a grade of "C" or better in Business Mathematics and Bookkeeping and Accounting.

It should be understood that those who fall below "B" standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high-school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrolment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. Those who can qualify and who desire to make application for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The entire school expense for a school year of 36 weeks will amount to about $470.00 for boarding students. This will cover board, room, laundry, books and department fees. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (Payable in two installments)	$ 57.00
Housing Fee (Payable in two installments)	144.00
Activity Fee	10.00
Books, Equipment, etc. (approximately)	24.00
	$235.00

CURRICULUM IN BUSINESS EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER	Clock Hours	Semester Hours
U. S. History Before 1865	3	3
Place and Purpose of Education	3	3
Health Education I	4	2
Fundamentals of Speech	3	3
English I	4	3
Business Mathematics I	3	3
Business Writing	3	1
Typewriting I	3	1
	26	19

SECOND SEMESTER	Clock Hours	Semester Hours
English II	3	3
Health Education II	4	2
Economic Geography I	3	3
(B) Business Mathematics II	3	3
Bookkeeping and Accounting I	5	3
Typewriting II	3	1
(S)* Shorthand I	5	3
	26	18

THIRD SEMESTER	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography II	3	3
Business Organization and Finance	3	3
(B)* Bookkeeping and Accounting II	5	3
(S)* Shorthand II	5	3
(S)* Typewriting III	5	2
	24	17

FOURTH SEMESTER	Clock Hours	Semester Hours
Biological Science	4	3
Business Correspondence	3	3
Business Law I	3	3
(B)* Bookkeeping and Accounting III	3	3
(S)* Shorthand Applications	5	3
(S)* Typewriting Applications	5	2
	23	17

FIFTH SEMESTER	Clock Hours	Semester Hours
General Psychology	3	3
School Law and Administration	2	2
Business Law II	3	3
Salesmanship and Retail Selling I	3	3
(B)* Bookkeeping and Accounting IV	3	3
(S)* Stenographic Office Practice	5	3
	19	17

SIXTH SEMESTER	Clock Hours	Semester Hours
Psychology of Method in Business Courses	3	3
Tests and Measurements in Business Courses	3	3
Secondary School Business Education, Organization and Content	2	2
Visual Education	2	1
Clerical Practice and Machines	5	3
(R)* Retail Selling II	3	3
Economics I	3	3
	21	18

SEVENTH SEMESTER	Clock Hours	Semester Hours
Ethics	3	3
American Government	3	3
Economics II	3	3
History of Civilization	4	4
(R)* Retail Selling II	12	6
(B)* Business Mathematics and Statistics	2	2
(B)* Accounting and Auditing	3	3
	30	24

EIGHTH SEMESTER	Clock Hours	Semester Hours
Student Teaching, Observation, and Conference	15	12
Curriculum Materials: Selection and Adaptation	4	3
	19	15

*Elective courses.
** For explanation of Letters B, R, and S, see pages 98-99.

REQUIRED COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Place and Purpose of Education in the Social Order 3 cr.

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education. Observation of teaching is included.

Fundamentals of Speech 3 cr.

See Fundamentals of Speech under English Department. Special consideration is given to the needs of students in the Business Education Department, with emphasis on the technique of shorthand dictation.

Business Mathematics I 3 cr.

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the fundamental business operations. A correlation is made with bookkeeping.

Business Writing 1 cr.

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Economic Geography I 3 cr.

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching.

Economic Geography II 3 cr.

This course deals mainly with the more complex activities of North and South America. As in Economic Geography I, the relationship of the United States to the problems peculiar to the countries or industries under consideration is studied. The work is planned to meet the special needs of teachers in the commercial departments of the high schools.

Bookkeeping and Accounting I 3 cr.

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the

modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting I 1 cr.

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II 1 cr.

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills. Transcription is included for stenographic students.

Business Organization and Finance 3 cr.

This course is designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence 3 cr.

The material deals with business forms—never with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches. It correlates with the major business fields.

Retail Selling I 3 cr.

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople, kinds of customers and how to serve them, customers' needs and why they buy, the sales process, methods of increasing sales volume, store merchandising plans, merchandise information, store organization, store systems.

Business Law I 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II (Including School Law) 3 cr.

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies

the principles of law to everyday life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school. Pennsylvania school law is included in this course.

Clerical Practice and Machines 3 cr.

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high-school course for training office clerks and office-machine operators.

Psychology of Method in Business Courses 3 cr.

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Tests and Measurements in Business Courses 2 cr.

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. Actual test making, giving, checking, and evaluation, in co-operation with the student-teaching situation, is a part of this course.

Secondary School Business Education Organization and Content 2 cr.

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II 3 cr.

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied, and special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference 12 cr.

An extremely practical and actual experience is presented in teaching in the neighboring high schools especially organized for this work, with supervision by both the high-school supervisors and the college faculty.

Curriculum Materials 3 cr.

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD

REQUIRED COURSES

Business Mathematics II 3 cr.

This course is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. It correlates with bookkeeping.

Bookkeeping and Accounting II 3 cr.

The work of this course includes double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Bookkeeping and Accounting III 3 cr.

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference particularly to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV 3 cr.

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the twofold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Business Mathematics III with Statistics 2 cr.

This course is given for the purpose of developing ability to interpret simple statistical measurements both in the field of education and business. Practice in mathematical computation is, of course, involved, and further skill and knowledge in business mathematics are introduced in addition to the statistical content of the course.

Accounting and Auditing 3 cr.

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes on the typewriter constitutes a part of the activity.

Shorthand II 3 cr.

In this course, as in Shorthand I, emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications 3 cr.

This is a drill course designed to develop practical speed in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from dictated notes. For the development of skill in transcription this course is closely co-ordinated with Typewriting Applications.

Stenographic Office Practice 3 cr.

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high-school stenographic practice course so as to prepare the student to teach such a course in the public schools.

Typewriting III 2 cr.

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from the longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Typewriting Applications 2 cr.

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matters including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

RETAIL SELLING FIELD

REQUIRED COURSES

Retail Selling II (Management) 3 cr.

This course embodies a more technical study of the learning units of Retailing I, with a direct attack on retail managerial problems. It includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, and credit management.

Retailing III (Store Practice) 6 cr.

This is a practical course of co-operative part-time selling in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the College.

REQUIRED COURSES FOR BUSINESS EDUCATION STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	57	General Psychology	52
English II	58	Visual Education	53
Health Education I, II, III	70-71	Principles of Economics	85
Health Education IV, V, VI	71	American Government	85
Literature I or II	58	History of Civilization	85
Biological Science SD	77	Ethics	53
History of the United States	87		

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR BUSINESS EDUCATION STUDENTS

Electives may be chosen from any of the other college fields without extra cost to the student.

ELECTIVES IN BUSINESS EDUCATION FOR STUDENTS IN OTHER FIELDS

Any of the courses in Business Education are available to students in other departments, subject only to the meeting of essential prerequisites.

HOME ECONOMICS DEPARTMENT

A. PAULINE SANDERS, *Director of Department*

KATHRYN DENNISTON
LAURA BELLE DUNCAN
ELIZABETH FINTER
LEOLA T. HAYES
THELMA LAPPEN DOWNING
HELEN C. MERRIMAN
ETHYL VERNA OXLEY
HELEN ROSE
MARION WILLS

The Home Economics Curriculum offers educational preparation for teachers of vocational and general home economics. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Graduates from this department receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. Students may offer also a second field of specialization in which to be certificated.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. Students who expect to specialize in homemaking will find it desirable to have taken science in high school. Chemistry, physics, and biological science are important. Students who have had some work in other colleges must have a "B" average or expect to spend additional time in this department.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall, and has modern laboratories, classrooms, and offices. Superintendents who are planning home economics departments in new high schools come to inspect the equipment and the plan of our laboratories in these buildings and in the Laboratory and Demonstration School. Their attention is called, in particular, to the all-purpose homemaking laboratory on the top floor of the Arts Building. In this room all phases of homemaking education may be taught.

Home Economics Cafeteria. On the ground floor of Leonard Hall a cafeteria under the direction of the School Lunchroom Management class prepares and serves lunches to the pupils of the Laboratory and Demonstration School, college students, and personnel of the College. The cafeteria is set up as nearly as possible as a pattern for high or elementary school lunchrooms.

Home Management Houses. Two Home Management Houses are located on the campus. They are average-sized houses, attractively and appropriately furnished. They have the atmosphere of comfortable and hospitable homes. The junior students live in the houses and take Home Management III under the direction of the supervisors who live with them. The management of these homes is based on family needs,

expenditures, and relationships. A baby, aged about three months, is placed in each Home Management House in September for related work in child care and development. All Home Management House students live there one quarter and have experience in caring for these children.

The Play School. This school is connected with the course in the Nursery School Child and offers the student an opportunity to study children between the ages of two and four. The nursery school, which meets two afternoons per week, emphasizes the physical, social, mental, and emotional development of the child.

Practical Experience. This phase of the training is most vital. Summer practice in foods and clothing is required of all freshmen. Summer projects planned by other students and rated by regular members of the college staff afford opportunities in practical experience in the roles of homemaking and professional life.

Home Economics Organizations. The Home Economics Club is affiliated with the Pennsylvania and American Home Economics Associations. This affiliation is a means of keeping informed on the club activities of national importance. All home economics students who make application for membership in the club are admitted and enjoy the rights and privileges of the club upon the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the student finds friends and is helped in adjusting herself to college life and in getting acquainted with other activities outside the department. Through the year the students enjoy picnics, parties, and dances. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment.

Kappa Omicron Phi is a national honorary home economics sorority. This sorority was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching and have good teaching records on application are given assistance by the Director when a change in position is desired.

Student Teaching. Student teaching in home economics is done in the junior and senior high schools of Indiana and Johnstown, and in the vocational home economics departments at Barnesboro, Blairsville, Brockway, Claysville, Commodore, Dayton, Elders Ridge, Latrobe, Penn Township, Peters Township, Portage, Punxsutawney, and Windber. A

full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the supervisors of student teaching in the Home Economics Department.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $525. The costs for one semester are itemized below. (Also see pages 18-21).

Contingent Fee (payable in two installments)	$ 72.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	36.50
	$262.50

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER	Clock Hours	Semester Hours
English I	4	3
Physical Activity	2	1
Place and Purpose of Education	3	3
Principles of Design I	4	3
Clothing I	6	3
Textiles	4	2
	23	15

SECOND SEMESTER	Clock Hours	Semester Hours
Literature I	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II	3	2
Physiology	4	3
	25	16

THIRD SEMESTER	Clock Hours	Semester Hours
English II	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Costume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music	3	2
	27	17

FOURTH SEMESTER	Clock Hours	Semester Hours
Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
History of United States Before 1865	3	3
	23	17

FIFTH SEMESTER	Clock Hours	Semester Hours
Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
	25	16

SIXTH SEMESTER	Clock Hours	Semester Hours
Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management I	8	3
Electives	5	5
	26	16

SEVENTH SEMESTER	Clock Hours	Semester Hours
Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

EIGHTH SEMESTER	Clock Hours	Semester Hours
Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
Visual Education	2	1
Electives	6	6
	18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I 3 cr.

This course provides for an introductory study of the principles involved in the selection, construction, and buying of clothing. Study and use of commercial patterns as well as pattern drafting and flat pattern designing are used in connection with the construction of several garments in fabrics such as cotton, wool, and rayon.

Clothing II 2 cr.

This course provides an intensive study of the practical methods of solving fitting problems and applying the principles of dress design. Practical applications are made by draping on a dress form padded according to individual measurements. Five complete garments are draped and one is made into a finished product.

Clothing III 2 cr.

This course provides for the further development of the techniques in clothing construction with emphasis on ready-made versus hand-tailored coats and suits. A suit or coat is made. Attention is given to care, repair, renovating, and remodeling of clothing.

Textiles 2 cr.

This course makes a study of the textile fibers in order to provide a background for selection of fabrics from the standpoint of suitability, durability, economic and hygienic values. The factors influencing cost and quality, the methods of weaving, the various weaves and their desirability are studied. Prerequisite or corequisite: Inorganic Chemistry.

CONSUMER EDUCATION

Consumer Education 3 cr.

This course aims to give the individual a sound and fundamental understanding of his situation as a consumer buyer, knowledge of the problems involved in buying, and difficulties encountered in solving them. A program for the education of intelligent consumers of a post-war world is planned.

FAMILY AND CHILD

Family Relationships 2 cr.

This course begins with the modern problems of the family, employing readings in various references to help solve these problems. An historical and philosophical overview of the development of the modern American family is included. The course shows how the background of

family life determines personalities, attitudes, and standards of living. A critique of the causes of disintegration and reintegration of family life is presented. Student committees work out solutions for current problems.

Child Development 2 cr.

This course deals with the development of the small child prior to two years of age. The influence of heredity and pre-natal development on the later life of the child are studied. Care of the mother during pre- and post-natal periods, care of the new born infant, and the development of the babies in the home management houses are studied.

Nursery School Child 2 cr.

This course affords an opportunity to study the child of pre-school age. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION

Foods I 3 cr.

This course is a first course in college foods. It is designed to prepare students to teach foods. It aims to aid the student in understanding the underlying principles of preparation and service of meals on a family basis. The wise selection of foods is considered from the standpoint of manufacture, food nutrients, and costs. Prerequisite: High School Foods highly desirable.

Foods II 3 cr.

This course is a continuation of Foods I. Food preservation and meat selection and preparation are among the units offered. Meal planning and table service are carried further than in the first course. Prerequisite: Foods I.

School Lunchroom Management I 3 cr.

This course in lunchroom management trains the student in directing school cafeterias and emphasizes good nutrition as well as the preparation and serving of tasty, attractive foods. The distinct educational significance of the school cafeteria is stressed. Laboratory work includes management, marketing, menu-making, accounting, food preparation and serving.

Nutrition 3 cr.

This course includes a study of the nutritive value of foods and the essentials of an adequate diet. An application of such knowledge is made to the nutritional requirements of the individual through childhood, adult life, and old age in the light of related sciences. The course also treats of the adaptation of diet to common disorders of nutrition. Prerequisites: Foods I and Chemistry.

HEALTH

Family Health 2 cr.

This course reviews good health habits for the college student, and makes a definite attempt to secure their practice in actual living. Scientific terms and information promoting an intelligent understanding of the various illnesses are included. The laboratory practice covers techniques in home nursing and care of the sick. Prerequisites: Inorganic Chemistry, Nutrition, Physiology, and Bacteriology.

HOME MANAGEMENT

Household Management I (Equipment) 4 cr.

This course aims to show the relationship of the fundamentals of physics to the problems of the household; to give an understanding of the scientific principles underlying the wise selection, operation and care of kitchen and laundry equipment, and to study and compare the operation and efficiency of various kinds of household equipment.

Home Management II (Economics) 3 cr.

This course aims to give an understanding of the importance of the family in the economic situation and the financial problems of the individual and of the family, to give means of raising the material levels of living in order to provide opportunities for a well-rounded and abundantly satisfying life for all members of the family.

Home Management III (House) 3 cr.

This course aims to emphasize and develop managerial ability through residence in the home-management house. Experience is afforded in the management of time, energy, and money; in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living and sharing of group life through hospitality are stressed. Prerequisites: Foods II and Home Management II (Economics). Corequisites or prerequisites: Child Development and Family Relations.

RELATED ARTS

Principles of Design I (Costume) 3 cr.

See Page 96.

Principles of Design II (Household) 2 cr.

See Page 96.

Applied Design I (Costume) 2 cr.

This course includes a study of the selection of clothing for different types of personalities, and the effective use of color, texture, and pattern design in costume. One of the aims is to stimulate thinking

concerning individual clothing problems. Prerequisites: Principles of Design I and II.

Applied Design II (Household) 3 cr.

This course is a study of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, furniture selection and arrangement, lighting, silver, glass, and china. The laboratory work includes trips to stores and homes, arrangement of furniture, and the construction and renovation of some article which meets a practical need. Prerequisites: Principles of Design I and II, Clothing I.

PROFESSIONAL

Place and Purpose of Education in the Social Order (Home Economics) 1 cr.

This course aims to acquaint the student with the broad scope of home economics and the ethics of the professional worker trained in home economics. It should develop an appreciation of teaching as a profession. Observations are made of home and professional situations and an effort is made to bring before the student the contributions of leading home economists and of the literature in the field. Prerequisite or corequisite: Place and Purpose of Education (General) or Introduction to Teaching.

Home Economics Education II 3 cr.

This course applies the techniques of the learning process to the organization and administration of home economics. It includes effective methods of presentation, the study of textbooks, testing, use of visual aids, and money management. The work includes readings, discussions, and reports. Prerequisites: Place and Purpose of Education (General and Home Economics), Psychology.

Home Economics Education III 2 cr.

This course deals with the historical development and the philosophy underlying vocational education. Emphasis is placed on home economics. Theories of curriculum construction are applied in the working out of units suitable for use in home economics courses. The home projects and the use of the home visit are considered in detail. The work includes readings, discussions, and reports. Prerequisite: Home Economics Education II. Corequisite: Home Economics Education IV.

Observation or Supervised Teaching 2 cr.

This course aims to acquaint the student with the many responsibilities of the teacher of home economics. Opportunities for observation and participation will be given in home-room experience and in teaching varying types of lessons. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II.

Student Teaching 8 cr.

The experiences of a student teacher include teaching situations under selected teachers in general and vocational schools. Every effort is made for direct contacts with the lives of the pupils through the actual supervision of home projects and the making of home visits. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II. Corequisite: Home Economics Education III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

These courses are available for students in home economics who desire to broaden their training in a special field of home economics instead of carrying a minor in some academic field.

Art Needlework 1 cr.

The purpose of this course is to develop an appreciation of decorative stitches and their place in modern sewing, to develop an appreciation for individual personality touches on garments; to develop a desire to show personality in dress and home surroundings. These principles are applied to personal and household articles.

Clothing IV 2 cr.

This course develops an appreciation of what constitutes good design in hats as part of the complete ensemble. It includes the selection of hats and construction in remodeling them for different seasons.

Clothing V 2 cr.

This course is a study of the infant and pre-school child's wardrobe including selection of the fabrics and construction of garments appropriate to the child's physical, mental, and emotional development.

Advanced Costume Design 3 cr.

This course strives to develop creative power in costume designing with emphasis on originality and individuality. Work in draping and modeling on the form, based on special needs and interests of the students, is included. This course, planned to meet the needs of teachers who wish to acquire a knowledge of the recent developments in this field, is a lecture and laboratory course. Prerequisites: Clothing I, Applied Design I, and the consent of the instructor.

Flat Pattern Designing 1 cr.

This course involves the changing of a plain, simple pattern into various designs through construction, grading, and drafting principles.

Special Problems in Clothing 3 cr.

This course includes various phases of clothing problems and is suited to individual student needs. Any problems which seem of para-

mount need to the student may be considered. Prerequisites: Clothing I and II and consent of the instructor.

Conservation of Natural Resources—Food Supplies 3 cr.

This course is conducted on a lecture, discussion, and laboratory basis. It deals with the problems met in the present emergency. A study is made of the market conditions and recent legislation affecting food supply. Practical problems in meeting local nutritional needs are presented. Methods of food preservation are taught.

Diet in Disease (Diet Therapy) 3 cr.

This course places emphasis on the principles and modern practices of diet and nutrition as they are related to individual problems as of infants, growing children, the aged, and pregnant lactating women. Special study is given to diabetes, gastrointestinal diseases, nephritis, and other common diseases needing special dietary treatment. Laboratory work includes planning, calculation, and preparation of special diets. The course is designed for those students desiring more nutrition work. Prerequisites: Foods I, Nutrition, Chemistry, and Physiology.

Special Problems in Foods 3 cr.

This course includes newer phases of food problems arranged to meet the particular needs of the group or of individuals. Food for special occasions, foreign cookery, and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II and consent of the instructor.

First Aid 2 cr.

(See Health Education Department.)

Clinic in Home Economics Education 3 cr.

This course is handled largely on the workshop plan. A study is made of the various phases or units of home economics needed for adequate preparation for everyday living in the home, the family, and the community. The philosophy underlying each unit and the objectives to be secured are analyzed, and the methods and techniques for handling such units are presented.

Home Economics Education IV 2 cr.

Adult Homemaking Education. This course is for the education of home economics teachers of part-time or evening classes in homemaking. Emphasis is placed upon the organization, administration, program planning, methods and procedures especially applicable to the teaching of homemaking to out-of-school youth and older adults.

Home Economics Education V 3 cr.

Education for Family Living. (See description under ELECTIVES IN HOME ECONOMICS FOR ELEMENTARY STUDENTS.)

Nutrition Education (Canteen) 1 cr.

This is a course in the principles underlying nutrition. It will prepare the lay woman for immediate participation in a nutrition program either as a part of her professional program or in an emergency. It is designed to fill the need expressed in the recent release of the U. S. Office of Education, namely "Food for Thought." It will satisfy the requirements of the Red Cross for Nutrition and Canteen Aides. A Standard Nutrition Certificate and a Volunteer Special Service Canteen Certificate will be issued by the Red Cross upon the satisfactory completion of this course.

School Lunchroom Management II—Organization and Administration 3 cr.

This course includes problems of administration in various types of educational institutions; management of personnel, labor, food, equipment, and supplies; record keeping; professional standards and ethics; practice in supervision of food service.

REQUIRED COURSES IN OTHER FIELDS FOR HOME ECONOMICS STUDENTS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	57	Appreciation of Music	134
English II	58	Physical Activity H-I; H-II	70
Literature I	58	Visual Education	53
Place and Purpose of Education	114	Inorganic Chemistry I-H	83
General Psychology	52	Organic Chemistry H	83
Educational Psychology	52	Physiological Chemistry H	83
Principles of Economics	85	Physiology H	83
Principles of Sociology	86	Bacteriology	83
American Government	85	United States History Before 1865	87

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES FOR HOME ECONOMICS STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

ELECTIVES IN HOME ECONOMICS FOR ELEMENTARY EDUCATION STUDENTS

Education for Family Living (Home Economics Education V) 3 cr.

This course emphasizes the part that the school and the community play in family living. The influence of the home on all phases of the student's development is considered. Psychological and sociological principles which affect human and family relationships are included. Contributions of the various phases of home economics are reviewed as well as the application of these contributions in the various school programs.

ELECTIVES IN HOME ECONOMICS FOR STUDENTS IN OTHER FIELDS

Any of the courses in Home Economics may be taken by students in other departments when prerequisites have been satisfied.

MUSIC EDUCATION DEPARTMENT

IRVING CHEYETTE, *Director of Department*

LOLA A. BEELAR
AAGOT M. K. BORGE
FRANK L. D'ANDREA
JON J. DUCKWALL
THOMAS J. HUGHES
S. TURNER JONES
PEARL R. REED
LAURA M. REMSBERG
ESTHER M. SKOG
LAWRENCE C. STITT

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high-school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public-school music teachers and supervisors.

Music Alumni and the War Effort. Indiana's music education alumni have found places with the armed forces special service division as musicians, radio technicians, signal corps operators, as well as in the usual basic training groups. Their specialized training in music and ear training have been particularly valuable in securing promotions for them in technical services.

Requirements for Admission. Applicants for entrance to the Music Education Department must meet the general requirements for admission as given on pages 22-24 of this catalogue.

In addition, the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.

2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.

3. Musical scholarship as a result of private study or a successful public-school music experience.

4. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performing skill.

The personal interview for music students is given by the Director of the department. This interview has proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. It is advisable for the prospective student to make application for admission to the Registrar of the College and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $535. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Housing Fee	144.00
Books, music supplies, instrumental rental, etc.	23.50
Activity Fee	10.00
	$267.50

The statement on Private Instruction Fees found under Fees, page 18, does not apply to the students enroled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrolment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Laboratory and Demonstration School and the borough schools during their freshman year. These observations are designed to teach technics while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the Laboratory and Demonstration School and the borough schools during the sophomore and junior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student-teaching assignments are made so that each student may have experience in teaching a period of 18 weeks in the elementary grades and a period of 18 weeks in the junior and senior high schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

The student-teaching program at Indiana is the most complete program to be found in the State, and includes the teaching of the following aspects of Music Education:

Elementary School. Vocal literature, beginning instrumental instruction, beginning band and orchestra, preparatory instruments such as tonette, etc., rhythm band, eurythmics, music appreciation, class piano, music in the integrated activity program, original operetta production, creative music and dance.

Junior High School. Boys' glee club, girls' glee club, mixed chorus, general music classes, band and orchestra, chamber music, operetta production.

Senior High School. Boys' glee club, girls' glee club, mixed chorus, band and orchestra, harmony and music history, baton and flag twirling, marching band maneuvers, class voice instruction, advanced instrumental instruction.

This program of student-teaching experiences provides a rich background which well equips our students to take their places in the field of Music Education.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Place and Purpose of Education	3	3
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
*Private Study	9	3
Health Education	2	1
	27	17

SECOND SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Fundamentals of Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Private Study (See First Semester)	9	3
Physical Education Activity	2	1
	26	17

THIRD SEMESTER

Methods I	3	3
History of Civilization	4	4
Harmony III	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Private Study	9	3
	26	17

FOURTH SEMESTER

English II	3	3
Appreciation of Art	3	2
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials II	4	3
Eurythmics II	2	1
Private Study	9	3
	25	16

FIFTH SEMESTER

General Psychology	3	3
U. S. History Before 1865	3	3
Harmony V	2	2
Advanced Instrumental Conducting	3	3
Methods and Materials III	4	3
Private Study	9	3
	24	17

SIXTH SEMESTER

Educational Psychology	3	3
Harmony VI	2	2
Elective	3	3
Advanced Choral Conducting	3	3
American Government	3	3
Private Study	8	2
	22	16

SEVENTH SEMESTER

Physical Science	4	3
Student Teaching and Conferences	8	6
Private Study	6	2
History and Appreciation of Music I	3	3
Technic of Teaching and Supervision	1	1
	22	15

EIGHTH SEMESTER

Educational Measurements	2	2
Student Teaching and Conferences	7	6
Private Study	6	2
Elective	3	2
History and Appreciation of Music II	3	3
	21	15

*Private Study includes Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments, Chorus, Orchestra and Band. Work arranged for greatest benefit to students.

REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee. (See page 19.)

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, psychical, spiritual, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and co-ordination of "free activity." Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction. In this course piano performance is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technic, sight-reading ability, fundamentals of touch, correct interpretation, accompanying of vocalists and instrumentalists are all emphasized.

Organ Instruction. Basic and advanced technic in organ performance. A practice organ is available in the department. A three-manual pipe organ will be installed in the college auditorium upon the conclusion of the war. A Hammond Electric Organ is also to be purchased as soon as one is available. Prerequisites: satisfactory piano performance comparable to requirements for graduation in piano.

String Instruction. This course embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction. This course provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics as used by professionals.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public-school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are co-ordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). This course is organized to further the development of musicianship through the physical, mental, and artistic media. Fundamentals and basic principles are stressed through correct posture, breath control, co-ordination, and freedom of the vocal mechanism. Artistry in vocal performance is stressed. Methodology emphasizes the ability to listen intelligently, give constructive criticism, master vocal terminology related to experience, develop poise in stage and classroom deportment, foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). This course includes an analysis of the technics of class instruction in voice; study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets, and larger groups. Opportunity is provided for appearances in school and community recitals, and in radio broadcasts.

Class Piano Instruction (For Beginners). This course is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble. This is a survey course for students with superior ability at the piano. It aims to acquaint the students with literature for solo performance and for four hands or more, including two-piano compositions, symphonies, and overtures. Emphasis is on interpretation and the improvement of sight-reading ability leading to growth in musicianship and appreciation. Opportunities are provided for appearances in public recitals in school, community, and radio broadcasts. A survey of class piano methods is included in this course.

Class Violin Instruction (For Beginners). This is a course in beginning violin playing as a practical introduction to the technical problems involved in the performance of stringed instruments. Instruction is carried on as in the public schools, students thereby becoming familiar with class technics as well as the technic of the instrument.

String Ensemble Instruction (For Advanced Performers). This course provides a study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the studying of graded literature. Opportunities are provided for public appearances in school and community recitals, and in radio broadcasts.

String Class Methods. This course studies class instruction as carried on in the public schools. Problems of class organization and procedure are demonstrated and a survey of materials is made. Provision is made for observation of violin class instruction in the public schools. Prerequisite: at least one year of violin instruction.

String Class Instruction. The prerequisite for this course is at least one year of violin instruction. In this semester students rotate study of the remaining string instruments including viola, cello, and bass. A study is made of technical problems, materials, class organization, and procedure.

Beginning Orchestra. This course includes participation in a beginner's orchestra with a view to becoming familiar with several orchestral instruments through the song approach as well as becoming familiar with orchestral routine students work with instruments other than those already played.

Woodwind Class Instruction (For Beginners). The clarinet is studied for at least one year as a basic instrument. During the third semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet, and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners). The cornet or trombone is studied for at least one semester as a basic instrument. During the second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone, and tuba.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities are provided to appear in public recitals in school and community, and in radio broadcasts.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. Essentials of singing are stressed including posture, breath control, elimination of tension, proper resonance, distinct and natural pronunciation, phrasing, style, and interpretation. This course is required for juniors and seniors in the Music Curriculum. It is elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Men's Glee Club. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. Membership is required of all men in the music department and is open to all other men in the college who enjoy singing. (Suspended for the duration.)

Women's Chorus. This organization studies materials for women's voices. It is open to women from all departments in the College. This group appears on the campus in concerts and assemblies. Membership is required of all women in the Music Department and is open to all other women in the College who enjoy singing.

Junior Choir. Composed of underclassmen in the Music Department and students in other departments and serving as a feeder organization for the College Choir. This organization will provide a major portion of the musical services for Sunday vespers.

College Symphony Orchestra. The Symphony Orchestra performs a repertoire of classic and romantic compositions as well as the works of contemporary composers. The orchestra contributes to the cultural life of the College and community by public recitals and radio broadcasts. Membership is open to any student in the College who can perform the music. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization. The Orchestra also serves as a laboratory for surveying materials for senior high school and college performance.

College Marching Band. This organization is open to all men in the college who can perform the music. It is uniformed in the colors of the school. Appearances are made at all local college football games, community parades, and at least one trip is made away with the football team. Members of the band study marching tactics and trick field maneuvers. (Suspended for the duration.)

College Concert Band. This organization is open to all students, both men and women, who can perform proficiently on their instruments. Appearances are made frequently both in the College and community, as well as for radio broadcasts. The literature studied includes both transcriptions for symphonic band and works written especially for the

band. This organization also serves as a laboratory group to survey available literature for Class A, B, and C as published for senior-high-school bands.

PERFORMANCE REQUIREMENTS FOR GRADUATION

Before candidates for a diploma are granted their degree, they must establish to the satisfaction of the music faculty their fitness as musicians as well as educators. At any time during their course of studies they may take an examination to demonstrate proficiency in the following performance requirements:

Voice. Students must be able to sing acceptably in artistic fashion solo songs by recognized composers such as Schubert, Schumann, Robert Franz, Franz Abt, Coleridge-Taylor, Mana-Zucca; and sing acceptably in an artistic manner music of the madrigal school and of modern composers. They must also be able to sing at sight in an accurate and artistic manner rote songs for elementary grades.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study; play an accompaniment to a song, an instrumental solo, and accompaniments from the music-text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key; and transpose a simple folk song to any key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performance in the National Contest list; perform with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments, embouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer their media for solo performance in place of an orchestral instrument.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the applied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

FESTIVAL-CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the college and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, co-operative festival programs, union church services of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The department broadcasts a Music Appreciation Series over Radio Station WHJB, Greensburg.

AMERICAN MUSIC ACHIEVEMENT TROPHY

The Music Education Department holds the unique distinction of having been awarded the American Music Achievement Trophy by the American Musical Arts Foundation. This award was made after the Foundation had conducted a survey of the work of more than 300 American Colleges and Universities. The Trophy was given to Indiana for having made the greatest contribution to the cause of American music during the year 1940-41.

The Indiana Spring Music Festival each year brings to the campus a great American composer-performer to play his own and other compositions with the College Symphony, Chorus, and Band. To date such eminent composers as Percy Grainger, John Powell, Charles Wakefield Cadman, Roy Harris, Erik Leidzen have honored the College with their presence in these Festival-Clinics.

Additional Festivals are prepared for Christmas and Easter by the College Choral Organizations. The College Concert Band and Symphony Orchestra present several concerts featuring soloists and ensembles in addition to the regular programs.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras

and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

THEORY OF MUSIC

Harmony I 3 cr.

This course is devoted to the study of the four types of triads, intervals, keys, scales, cadences, seventh chords, four-part writing, and the harmonization of melodies. The procedure is from the standpoint of ear, eye and keyboard.

Harmony II 3 cr.

This course is a continuation of Harmony I, with the addition of modal scales, key relationships, modulation, and altered chords. Chorale harmonization with emphasis on style is stressed.

Harmony III (Counterpoint) 2 cr.

A course in eighteenth century counterpoint, and harmonic counterpoint in two, three and four voices. Analysis and creative use of acquired materials are stressed.

Harmony IV (Keyboard Harmony) 2 cr.

Harmonization at the keyboard of folk songs, school and community songs, transposition, and improvisation are included. The aim of the course is the acquisition of an ability to accompany group singing without recourse to printed music.

Harmony V (Musical Analysis) 2 cr.

The smaller units of structure, the song-forms, rondo, sonatina and the sonata-allegro forms, are analyzed from an harmonic, key and formal angle. Composition in the smaller forms is included.

Harmony VI 2 cr.

This course includes musical setting of texts for solo voices and for choral groups; composition in various forms for solo instruments and instrumental ensembles.

Solfeggio I 2 cr.

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed

on training the eye to see and the memory to retain increasingly larger time and tone groups.

Solfeggio II 2 cr.

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III 2 cr.

This is an advanced course developing the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, independent singing including quartet singing with particular attention to distinctness and naturalness of pronunciation. Special stress is laid on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I 2 cr.

This course takes up the study of tone and rhythm so that students will gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II 2 cr.

This course is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation, utilizing the simpler harmonic progressions encountered in Harmony I and II.

Ear Training III 2 cr.

This is an advanced course devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I 1 cr.

This course aims to give a systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses. It endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity.

Eurythmics II 1 cr.

In addition to being able to express increasingly difficult rhythms and forms, the student now learns through this course to direct others in the various activities, improvises on drum and piano, and organizes the work learned to fit in with the needs and capacities of children to be taught later.

THEORY OF TEACHING AND SUPERVISION

Place and Purpose of Education in the Social Order 3 cr.

This is an orientation course in Education which includes an analysis of factors involved in the educative process, the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the fine arts, and the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3) 3 cr.

This course gives a comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II (Grades 4, 5, 6) 3 cr.

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School) 3 cr.

This course includes a careful study of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Psychology of Music 3 cr.

This course is designed to acquaint the student with recent psychological advances in the field of music and to relate these to educational theory and practice. It includes analysis of the psychology of tonal and rhythmic forms; of musical functions involved in listening, performing, and composing; of measurement and diagnosis of musical abilities involved in the musical personality. Prerequisite: General Psychology.

Elementary Conducting 2 cr.

This course acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simple songs and elementary instrumental materials are used in the study and practice of conducting, and an intensive study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting 3 cr.

A laboratory course designed to build skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high-school and college instrumental groups; study of individual instrument technics, phrasing, bowing, intonation, and ensemble. Prerequisite: Elementary Conducting.

Advanced Choral Conducting 3 cr.

This course places special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

History and Appreciation of Music I 3 cr.

Beginning with a rapid survey of contemporary developments and tendencies, this course presents the development of music from primitive beginnings through the Classic Age. Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life.

History and Appreciation of Music II 3 cr.

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth-century opera; and modern trends of the twentieth century.

Curriculum Materials: Selection and Adaptation 1 cr.

This course presents a summation of the previous three years' work designed to enable the students to establish a philosophy of education which will relate educational theory to practice. An analysis is made of the problems involved in curriculum reconstruction, and the preparation of a course of study in music education from pre-school age through adult life based on the needs of the individual, the school, and community.

Student Teaching and Conferences 12 cr.

All student teaching is done under the careful personal supervision of critic teachers. (See pages 120-121.)

ELECTIVES FOR MUSIC STUDENTS

Orchestration for School Bands and Orchestra 3 cr.

This is a practical course in the rudiments of scoring for small and large ensembles including transpositions; cross-cuing; scoring for strings, woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials 3 cr.

This is a survey course in the newest texts in the teaching of instrumental music; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, and organization problems.

These courses are available for those music students who desire to broaden their musical preparation in place of earning certification in a second area of specialization in an academic field.

SUMMER SESSION COURSES IN MUSIC EDUCATION

The Arts in the Activity Program (Music for Camp Counselors) 3 cr.

A course designed to train camp counselors in the development of musical activities for children of school age. Learning a repertoire of camp songs; action songs; operetta production; staging of plays with music; original song writing; Indian music activities; creative homemade instrument building instruction are taught.

Music in the Integrated Program 3 cr.

This course is designed to acquaint the grade teacher and the music supervisor with recent trends in curriculum reconstruction through the development of Units of Instruction in the Activity program. Projects, initiated and developed in the class, are carried through to fruition by committee groups, providing a technic for furthering this type of curriculum building in their own schools.

REQUIRED COURSES IN OTHER FIELDS FOR MUSIC STUDENTS

Several courses in other departments are required for graduation in the Music Curriculum. Following is a list of these courses with the page number where description may be found:

	Page		Page
English I	57	Educational Measurements	53
English II	58	History of Civilization	85
Fundamentals of Speech	57	U. S. History Before 1865	87
Literature I	58	American Government	85
General Psychology	52	Health Education	70
Educational Psychology	52	Physical Science SD	80
		Appreciation of Art	95

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

*CORE COURSE

MUSIC

Appreciation of Music 2 cr.

This course is designed to meet the cultural needs of the average music lover, to provide a wider understanding of music as an art and as an integral part of modern life, and to offer opportunity to become intimately acquainted with a variety of great music. Special emphasis will be given to the human values of music and its correlation with art, literature, and geography.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Music I 2 cr.

A course in the fundamentals of music notation and music reading, correct use of the singing voice, and the gaining of a repertory of assembly and rote song material.

Music II 2 cr.

A course in methods of teaching designed to train the elementary teacher in the development and care of the child voice, to present technics of teaching appropriate to the lower grades, and to enlarge the repertory of suitable music materials.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

*Course required in the Elementary and Secondary Education Curricula.

ENROLMENT

First Semester 1943-1944

COLLEGE ENROLMENT BY CURRICULA

	Male	Female	Total	Total by Curricula
Elementary Curriculum:				
1st year	0	51	51	
2nd year	0	39	39	
3rd year	0	31	31	
4th year	0	45	45	
			—	166
Secondary Curriculum:				
1st year	9	33	42	
2nd year	2	42	44	
3rd year	1	12	13	
4th year	1	14	15	
			—	114
Art Curriculum:				
1st year	1	18	19	
2nd year	1	8	9	
3rd year	0	9	9	
4th year	3	8	11	
			—	48
Business Education Curriculum:				
1st year	9	66	75	
2nd year	2	43	45	
3rd year	0	14	14	
4th year	3	21	24	
			—	158
Home Economics Curriculum:				
1st year	0	48	48	
2nd year	0	55	55	
3rd year	0	25	25	
4th year	0	57	57	
			—	185
Music Curriculum:				
1st year	5	30	35	
2nd year	0	29	29	
3rd year	2	14	16	
4th year	1	10	11	
			—	91
Totals	40	722	762	762

COLLEGE ENROLMENT BY COUNTIES

County	Total	County	Total
Adams	3	Huntingdon	4
Allegheny	123	Indiana	167
Armstrong	32	Jefferson	21
Beaver	16	Lackawanna	2
Bedford	6	Lancaster	5
Berks	4	Lawrence	7
Blair	25	Lebanon	1
Bucks	1	Luzerne	2
Butler	6	McKean	6
Cambria	84	Mercer	5
Carbon	1	Montgomery	3
Center	4	Northampton	5
Chester	1	Northumberland	1
Clarion	6	Perry	2
Clearfield	19	Philadelphia	2
Crawford	8	Potter	1
Cumberland	6	Schuylkill	2
Dauphin	2	Somerset	30
Delaware	1	Tioga	2
Elk	6	Venango	7
Erie	7	Warren	1
Fayette	34	Washington	17
Forest	2	Westmoreland	54
Franklin	4	York	6
Greene	4	Out-of-state	4
		Total	762

First Semester 1943-1944

College Enrolment—full-time students	762
Cadet Nurses—full-time students	70
Part-time Students:	
Saturday Campus Classes	52
Extension Classes	233
Total College Enrolment	1117
Enrolment in Campus Laboratory School	387
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PRELIMINARY APPLICATION BLANK

This Preliminary Application Blank should be filled out by prospective students and mailed as early as convenient to the Registrar, State Teachers College, Indiana, Pennsylvania. The regular application blanks required by the Department of Public Instruction must also be filed. These blanks will be sent on request to any prospective student, and to all persons who file the preliminary blank.

Name _____
(Last) (First) (Second)

Address _____
(Street) (Post Office) (State)

I (am) (will be) graduated from _____ High School,

located at _____
(Town) (State) (Date)

I plan to enter college _____
(Date)

and plan to { (live in the dormitory_____
(commute from home_____

I desire to enrol for the curriculum which I have checked below:

_____Elementary _____Art _____Home Economics

_____Secondary _____Business _____Music

Have you enclosed with this form your check or money order for the $10.00 Advance Registration Deposit? (This is required of both boarding and day students. See page 20.) Yes_____ No_____

Post Office money orders should be written to Commonwealth of Pennsylvania, payable at Harrisburg.

Checks should also be written to Commonwealth of Pennsylvania.

If you enclose cash, please send your letter by registered mail.

_____
(Date)

Please send information about Indiana to my friends:

_____ _____
(Name) (Address)

_____ _____